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ABSTRACT

Since 1974 the Appalachian Education Satellite Program, which is described in this report, has delivered graduate level teacher training courses in diagnostic and prescriptive reading and in career education to elementary and secondary teachers in remote areas of Appalachia. Evaluation of the courses has focused on determining how they affected participants' learning and attitudes, the effectiveness of the learning activities and methods of presentation, the reliability of the equipment, the overall course evaluations, and the way the results compare with the results of previous deliveries of the course. This report presents the results of the 1977 deliveries of the two types of courses to elementary teachers. For each course, it provides a course overview and lists topics and objectives for the individual programs in the course, discusses procedures and instruments used in the course evalaution, and presents the evaluation results. The report includes numerous tables and provides samples of such materials as attitude and background questionnaires, instructional activities rating forms, and equipment report and student satisfaction forms completed by teachers. (GW)

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SUMMATIVE EVALUATION OF

DIAGNOSTIC AND PRESCRIPTIVE READING INSTRUCTION, SPRING, 1977

AND

CAREER EDUCATION IN THE ELEMENTARY SCHOOL, SUMMER, 1977

Technical Report No. 17

Prepared by

Lea J. Perritt

and

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November, 1977

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INTRODUCTION

A survey sponsored by the Appalachian Regional Commission (ARC) in 1971 indicated that teachers in Appalachia were interested in receiving training in reading instruction and career education. As a result of these findings, the Appalachian Education Satellite Program (AESP) began delivering courses via satellite to remote areas of Appalachia in 1974. Four graduate level teacher training courses, two in diagnostic and prescriptive reading and two in career education (one for secondary and one for elementary school teachers), were offered to nearly 1200 teachers in eight Appalachian states. The results of these courses are documented in AESP Technical Reports #6-9, 11, 12, and 15.

Based on the evaluations made during and following the courses in reading and career education, modifications were made in course delivery and content. Following these changes, each course was rebroadcast to Appalachian educators. This report presents the results of the third delivery of the diagnostic and prescriptive reading course in the Spring of 1977 and the second delivery of the career education for elementary teachers course in the Summer of 1977.

Evaluation of these courses included pre- and posttest measures cognitive and affective achievement, participants' ratings of the various learning activities and methods of presentation, and ratings of the technical aspects of the courses.

In examining the courses, the following questions are addressed:

1. How were participants' learning and attitudes affected?
2. How effective were the learning activities and methods of presentation and how might they be improved?
3. How reliable was the equipment used during the course?
4. What was the overall evaluation of the course?
5. How do the results compare with the results of the previous deliveries of the course?

The following sections of this report present the answers to these questions. Section two consists of the results of the diagnostic and prescriptive reading instruction course and section three includes the results of the career education course. Section four presents the summary and conclusions.

DIAGNOSTIC AND PRESCRIPTIVE READING INSTRUCTION

Introduction

Reading instruction is one of the primary needs in the Appalachian region. In order to meet this need, AESP has offered a course in Diagnostic and Prescriptive Reading Instruction on three different occasions. The results of the Summer 1974 and Spring 1975 deliveries are reported in AESP Technical Reports #3, 6, 8, and 12. This report presents the results of the third delivery of DPRI in the Spring of 1977.

Overview of Course

The Diagnostic and Prescriptive Reading Instruction (DPRI) course is intended to be practical and classroom-oriented and utilizes both teachers and students in order to illustrate reading techniques. Specificially, the course is designed to instruct teachers in the diagnosis of particular reading problems and the development of individualized prescriptive instruction to remedy these problems.

Structure of Course

The course consisted of three basic components:

1) Sixteen 30-minute videotaped programs;[1]

2) Three live, interactive seminars;

3) Ancillary activities associated with each lesson.

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[1]The earlier deliveries consisted of 17 videotapes. The tape entitled Comprehension and Study Skills Tests was eliminated because the Fountain Valley Teacher Support System presented was infrequently implemented by the teachers.

During the previous two deliveries of the course, participants also utilized four-channel audio reviews and an information retrieval system.[2] The evaluation results indicated that these components were not effective and they were therefore eliminated from this delivery.

Dr. Lowell Eberwein, Associate Professor of Educational Curriculum and Instruction at the University of Kentucky was the instructor for the course. Dr. Eberwein has been instrumental in the development of the course since its inception. He served as the moderator for the live seminars and recommended grades for the students based on their work in the course.

Participants were able to choose one of three course options for credit: K-3, 4-6, or K-6. Ten of the videotaped programs were viewed by all participants. In addition, each participant completed three of the remaining six programs depending on the course option selected. Upon completing the course, each participant received three semester hours of graduate credit.

Course Content and Objectives

The topics and objectives for the sixteen programs[3] were:

PROGRAM 1: DPRI INTRODUCTION -- K-3, 4-6, K-6

1. identify reading sub-skills
2. identify the parts of the diagnostic-prescriptive instruction model
3. realize the importance of early diagnosis and correction of reading problems

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[2]For explanation of these components, see AESP Technical Report #12.

[3]Since some programs are numbered differently than in the earlier DPRI courses, requests for information on the programs should specify the title of the tape being referred to.

PROGRAM 2: INFORMAL TESTS -- K-3, 4-6, K-6

1. recognize the advantage of informal reading tests
2. interpret the results of informal reading tests
3. identify the sequence of activities involved in constructing an informal reading inventory

PROGRAM 3: STANDARDIZED TESTS -- K-3, 4-6, K-6

1. identify the procedures necessary for effective administration of standardized tests
2. interpret the results of standardized tests
3. recognize the strengths and limitations of standardized tests

PROGRAM 4: WORD RECOGNITION TESTS -- K-3, 4-6, K-6

1. administer and interpret the results of the Wisconsin Design for Reading Skill Development: Word Attack
2. connect diagnosis to the instructional materials
3. identify the sequence of activities involved in going through a complete test-teach-test instructional cycle using the The Wisconsin Design for Reading Skill Development: Word Attack

PROGRAM 5: MISCUE ANALYSIS -- K-3, 4-6, K-6

1. identify and do the sequence of activities involved in administering The Reading Miscue Inventory
2. categorize reading miscues
3. compile the results of The Reading Miscue Inventory on coding sheet
4. identify Wayne's reading strengths and weaknesses

PROGRAM 6: PRESCRIPTIVE INSTRUCTIONAL SYSTEMS -- K-3, 4-6, K-6

1. translate test results into words (descriptors) that can be used to find materials in the retrieval systems
2. identify the sequence of steps in the process of materials selection

PROGRAM 7: DPRI MANAGMENT -- K-3, 4-6, K-6

1. identify several patterns of grouping
2. assess the strengths and limitations of grouping patterns
3. determine the most appropriate grouping pattern in a given situation
4. recognize reasons for using a grouping pattern in a given situation

PROGRAM 8: READING READINESS AND BEGINNING READING -- K-3, K-6 option with Program 9

1. identify activities used to teach reading readiness and beginning reading
2. list advantages and disadvantages of the activities
3. determine which activity is most appropriate for a given situation

PROGRAM 9: THE EXCEPTIONAL READER -- 4-6, K-6 option with Program 8

1. identify activities and procedures to teach the low average and gifted reader
2. list advantages and disadvantages of each of the activities
3. determine which activity is most appropriate for a given situation

PROGRAM 10: WORD RECOGNITION -- K-3, 4-6, K-6

1. identify activities used to teach word recognition
2. list advantages and disadvantages of the activities
3. determine which activity is most appropriate for a given situation

PROGRAM 11: VOCABULARY -- K-3, K-6 option with Program 12

1. identify activities used to teach vocabulary
2. list advantages and disadvantages of the activities
3. determine which activity is most appropriate for a given situation

PROGRAM 12: STUDY SKILLS -- 4-6, K-6 option with Program 11

1. identify activities used to teach study skills
2. list advantages and disadvantages of the activities
3. determine which activity is most appropriate for a given situation

PROGRAM 13: COMPREHENSION -- K-3, K-6 option with Program 14

1. identify question strategies used to teach comprehension
2. write questions to stimulate student responses in various categories (i.e. knowledge, translation, etc.)
3. determine the most appropriate question strategy for a given situation

PROGRAM 14: READING IN THE CONTENT FIELDS -- 4-6, K-6 option with Program 13

1. identify activities used to teach reading in the content fields
2. list advantages and disadvantages of the activities
3. determine which activity is most appropriate for a given situation

PROGRAM 15: DEVELOPING LIFE-LONG READERS -- K-3, 4-6, K-6

1. identify activities that assist in the development of reading interests and tastes
2. list advantages and disadvantages of the activities
3. determine which activity is most appropriate for a given situation

PROGRAM 16: TOTAL READING PROGRAM -- K-3, 4-6, K-6

1. identify ways to encourage parental participation in reading programs
2. recognize the strengths and limitations of DPRI
3. determine ways to implement diagnostic-prescriptive reading instruction in a total reading program
4. determine ways to establish priorities for implementation of DPRI

In addition, all students participated in three, live, interactive seminars. These seminars provided the participants an opportunity to interact with a panel of experts in the field of reading concerning particular aspects of the course content.

Preprogram and follow-up activities associated with each program were outlined in the ancillary materials package which was purchased by each student. This material included activities designed to assist the student in applying the techniques demonstrated in the videotapes.

In contrast to the previous DPRI courses, no materials were given free. Therefore, each participant was asked to purchase the following materials:

Otto, Wayne and others. Wisconsin Design for Reading Skill Development, Word Attack: Specimen Set (W-1). Minneapolis, Minnesota: Wisconsin Design, National Computer Systems Division, 1973. Cost $6.00.

Eberwein, Lowell and others. Ancillary Materials: Diagnostic and Prescriptive Reading Instruction, K-6. Appalachian Education Satellite Program, Resource Coordinating Center, 1977. Cost $6.50.

It was also necessary that participants have access to the following textbooks and they were encouraged to purchase and use these materials:

Dallman, Martha and others. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1974. Cost $12.95.

Goodman, Yetta and Carolyn Burke. Reading Miscue Inventory Manual. New York: Macmillan Publishing Co., Inc., 1971. Cost $8.80.

In addition, one copy of the following material was needed at each site:

Otto, Wayne and others. Wisconsin Design for Reading Skill Development, Teachers' Resource File: Word Attack (W-5) and Supplement Number (W-5s). Minneapolis, Minnesota: Wisconsin Design, National Computer Systems Division, 1973. Cost $45.00.

Method

Subjects

An average of thirteen participants were enrolled at each of 15 sites for the DPRI course. The number varied because of more demand in some areas for reading instruction and because some sites were equipped to accommodate more students. In all, 197 participants took the pretest and 164 completed all course requirements. Complete data (all cognitive and affective pre- and posttests) were available for 149 participants. The number of participants by site and course option is presented in Table 1.

A combined attitude and background questionnaire was administered to the course participants prior to the first televised program. This questionnaire, which is presented in Appendix I, was divided into two parts. The first part concerned the participants' attitudes toward reading and the second part sought background information regarding teaching and educational experiences. Table 2 summarizes the background information obtained.

Procedures and Instrumentation

A variety of instruments were used by the evaluation component to evaluate the DPRI course. Copies of all instruments except the cognitive achievement tests are included in Appendix 1.

The time schedule for the course, the learning activities for each class session, and the evaluation instruments administered during the course are presented in Table 3.

Achievement Tests. During the first class session a pretest consisting of 40 multiple-choice questions which measured students' cognitive knowledge about diagnostic and prescriptive reading instruction was administered to all participants. During the eighth class meeting participants completed

TABLE 1

DISTRIBUTION OF PARTICIPANTS BY OPTIONS AND SITES
(Complete Data Cases Only)

Site		Option			Total
		K-6	K-3	4-6	
10	Huntsville, AL	5	4	0	9
11	Rainsville, AL	13	0	0	13
12	Guntersville, AL	6	0	0	6
16	Tazewell, TN	5	4	0	9
20	Norton, VA	7	11	6	24
21	Stickleyville, VA	4	1	0	5
22	Boone, NC	2	0	0	2
23	Norton Teacher Corps, VA	0	0	27	27
25	Cumberland, MD	9	2	0	11
26	McHenry, MD	10	5	8	23
27	Keyser, WV	1	1	0	2
35	Fredonia, NY	6	0	1	7
36	Olean, NY	10	0	0	10
37	Edinboro, PA	0	1	0	1
Total		78	29	42	149

TABLE 2

SUMMARY BACKGROUND INFORMATION FOR PARTICIPANTS
COMPLETING SPRING, 1977 DPRI COURSE
(N = 149)

Item	Responses	Frequency	Percentage
Sex	Male	30	20.0
	Female	117	78.5
	No response	2	1.5
Age	21 - 30	85	57.0
	31 - 40	32	21.5
	41 - 50	21	14.0
	51 - 60	10	6.5
	61 and over	1	0.5
	No response	0	0.0
Type of community where participant worked	Rural	119	80.0
	Suburban	19	13.0
	Urban	11	7.0
	No response	0	0.0
Grade level taught	Elementary - all grades	24	16.0
	K	6	4.0
	1 - 3	37	25.0
	4 - 6	54	36.0
	7 - 12	25	17.0
	No response	3	2.0
Position during 1976-1977 academic year	Classroom teacher	97	65.0
	Reading specialist	8	5.5
	Special education teacher	11	7.5
	School administrative position	9	6.0
	Other	24	16.0
	No response	0	0.0
GRE verbal score	400 or below	5	3.5
	401 - 450	7	4.5
	451 - 500	7	4.5
	501 - 550	2	1.5
	551 or above	3	2.0
	No response	125	84.0
GRE quantitative score	400 or below	7	4.5
	401 - 450	4	2.5
	451 - 500	7	4.5
	501 - 550	0	0.0
	551 or above	2	1.5
	No response	129	86.5

TABLE 2 -- CONTINUED

Item	Responses	Frequency	Percentage
Work experience in teaching	1 year or less	28	19.0
	2 - 5 years	49	33.0
	5 - 8 years	28	19.0
	9 - 15 years	29	19.5
	16 years or more	15	10.0
	No response	0	0.0
Experience as a reading specialist	None	128	86.0
	1 year or less	10	6.5
	2 - 3 years	6	4.0
	4 - 5 years	1	0.5
	6 years or more	3	2.0
	No response	1	0.5
Undergraduate GPA (4 points = A)	Less than 2.5	10	6.5
	2.51 - 2.75	23	15.5
	2.76 - 3.25	40	27.0
	3.26 - 3.50	53	35.5
	3.51 - 4.00	16	10.5
	No response	7	4.5
Graduate GPA (4 points = A)	Less than 3.0	3	2.0
	3.01 - 3.25	12	8.0
	3.26 - 3.50	9	6.0
	3.51 - 3.75	25	17.0
	3.76 - 4.00	43	29.0
	No response	57	38.5
Last degree completed	High school diploma	4	2.5
	Baccalaureate	107	72.0
	Master's	35	23.5
	Specialist	1	0.5
	Doctorate	1	0.5
	No response	1	0.5
Taking course for credit	Yes	142	95.5
	No	6	4.0
	No response	1	0.5
If registered for credit, where	UK	10	7.0
	Other	132	92.5
	No response	7	0.5

TABLE 2 -- CONTINUED

Item	Responses	Frequency	Percentage
Number of undergraduate reading courses	None	62	41.5
	1	41	27.5
	2	21	14.0
	3	12	8.0
	4 or more	9	6.0
	No response	4	2.5
Number of graduate reading courses	None	96	64.5
	1	33	22.0
	2	5	3.5
	3	1	0.5
	4 or more	6	4.5
	No response	8	5.5
Purpose of present college enrollment	Baccalaureate	2	1.5
	Master's degree or doctorate	60	40.5
	Maintain teaching certificate	25	17.0
	Other	27	18.0
	Not enrolled	27	18.0
	No response	8	5.5

a midterm test which consisted of 30 items from the pretest. These items were based on information covered in the first six sessions. A posttest, which related to the last 10 programs, was administered during the final class meeting. This test consisted of three versions, one for each of the class options: K-3, 4-6, and K-6. Each form consisted of 35 items, 20 in common and 15 related to the videotaped program appropriate to the option chosen by the student. These tests were designed to measure the cognitive learning that took place in diagnostic and prescriptive reading instruction as a result of the course.

TABLE 3

SCHEDULE OF INSTRUCTIONAL ACTIVITIES

Session	Date	Activities			
		Evaluation*	TV Programs	Seminars	Ancillary Activities
1	1/25/77 2/1/77	Pretest, Attitude and Background Questionnaire	1		X
2	2/8/77		2		X
3	2/15/75		3		X
4	2/22/77		4		X
5 & 6	3/1/77		5 & 6		X
7	3/8/77			1	
8	3/15/77	Midterm examination			
9	3/22/77		7		X
10	3/29/77		8 & 9		X
11	4/5/77			2	
12	4/19/77		10		X
13	4/26/77		11 & 12		X
14	5/3/77		13 & 14		X
15	5/10/77		15		X
16	5/17/77			3	
17	5/24/77		16		X
18	5/31/77	Posttest, Attitude Test, Summative Report Form			

*In addition to the evaluation instruments listed on the table:

1) the Equipment Report and Student Satisfaction Form was completed after each class session except March 15 and May 31 by the site coordinators;

2) the Instructional Activities Rating Form was completed by one-half of the participants at each site after every television program and seminar.

Attitude Questionnaire. Participants completed the attitude portion of the Combined Attitude and Background Questionnaire during the first and last class sessions. The instrument was composed of 21 Likert scale items, with 1 indicating strongly disagree and 5 indicating strongly agree. The instrument was designed to measure participants' attitudes toward the methods and theories of reading instruction.

Factor analysis of the attitude questionnaire used during the Spring 1975 DPRI course revealed a unifactor structure with the first factor accounting for 70% of the estimated common variance (Factor loadings for each item are included in AESP Technical Report #12). The questionnaire administered during the Spring 1977 course consisted of the items from the earlier questionnaire which had loadings between $\pm$ .30. Item scores were reversed for negatively worded items.

Equipment Report and Student Satisfaction Form. At the end of each class session the Equipment Report and Student Satisfaction Form was completed by the site coordinators. This form was used to report the quality of the audio and video signal received and any technical difficulty with the equipment. The site coordinators also used this form to subjectively evaluate the participants' satisfaction with the taped programs, the seminars, and ancillary activities. This form replaced the Site Coordinator's Checklist used during the Spring 1975 DPRI course.

Instructional Activities Rating Form. Approximately one-half of the participants at each site completed an Instructional Activities Rating Form (IAR) after each class meeting. The even numbered students completed the form at one session and odd numbered students at the next session. Thus, the responsibility for completing the instrument alternated between the participants.

This questionnaire sought participants' reactions to the session's instructional activities and replaced the Class Rating Form (CRF) used during the Spring 1975 DPRI course. The questionnaire covered the television programs, the live, interactive seminars, and the ancillary activities. The participants completed only the parts of the form that corresponded to that session's activities. The students were also asked to rate seven instructional activities according to the quantity of useful information they received from each. The standard of comparison was the traditional instructor-taught course. A five-point Likert scale (1 = outstanding to 5 = unacceptable) was used for the rating.

Summative Report Form. The Summative Report Form (SRF) was used to measure the site coordinator's perception of the overall quality of the course. This form replaced the Summative Comments Form used during the Spring 1975 DPRI course which was completed by both participants and site coordinators. For this course, however, student ratings were included on the Instructional Activities Rating Form, thus eliminating the need for the student to complete both of these forms.

The SRF asked site coordinators to rate each component of the course and their satisfaction with the operation of the equipment. A five-point Likert scale (1 = excellent to 5 = unacceptable) was used for the ratings.

Results

As stated in the introduction, this report is organized around four research questions. The results for each of these questions follow.

How were participants' learning and attitudes affected?

The results of the participants' performance on the achievement and attitude measures were analyzed using a multivariate analysis of variance for repeated measures. The factors in the analysis were clusters of sites, sites nested within clusters, and administrations. The four clusters included in the analysis were Alabama, Virginia - North Carolina, Maryland - West Virginia, and New York - Pennsylvania (Tennessee was not included because pre- and posttests were only returned from one Tennessee site). The frequency of participants at each site by cluster included in the analysis are presented in Table 4. Only those participants who completed the pre- and post-attitude measures, and the pre-, mid-, and post-achievement measures were included in the analysis (total = 140).

The results of the multivariate analysis of variance are presented in Table 5. The results indicate a significant difference overall for sites within clusters, for administrations, and for the interaction of administrations and sites within clusters. The results of univariate analysis of variance for the dependent measures provide added insight into the meaning of the above results. These are reported in Tables 6, 7, and 8.

The results indicate that the changes occurred only on the achievement measure. The participants did not manifest a change in their attitudes as a result of participating in the course. The results indicate that differential improvement occurred for the participants on the achievement measure within sites in clusters. Nevertheless, there was an overall significant improvement on the achievement measure from pre- to posttest.

TABLE 4

FREQUENCY OF PARTICIPANTS BY SITE BY CLUSTER INCLUDED IN MANOVA

Site by Cluster	Frequency
Alabma	
Huntsville	9
Rainsville	13
Guntersville	6
Virginia - North Carolina	
Norton	24
Stickleyville	5
Boone	2
Norton Teacher Corps	27
Maryland - West Virginia	
Cumberland	11
McHenry	23
Keyser	2
New York - Pennsylvania	
Fredonia	7
Olean	10
Edinboro	1
Total	140

TABLE 5

MANOVA FOR PRE- AND POST-ACHIEVEMENT AND ATTITUDE MEASURES

Source	d.f.	Multivariate F	p<
Between Subjects			
Clusters (C)	8,16	1.32	.30
Sites within Clusters (S:C)	18,268	2.20	.0039
Within Subjects			
Administrations (A)	2,134	312.45	.0001
A x C	8,16	1.27	.3234
A x S:C	18,268	2.56	.0007

TABLE 6

UNIVARIATE ANALYSIS FOR SITES WITHIN CLUSTERS

Source	Mean Square	Univariate F	p<	Step-Down F	p<
Attitude	1.58	1.81	.07	1.81	.07
Achievement	595.26	2.37	.02	2.61	.008

TABLE 7

UNIVARIATE ANALYSIS FOR ADMINISTRATIONS (PRE AND POST)

Source	Mean Square	Univariate F	p<	Step-Down F	p<
Attitude	.44	.72	.40	.72	.40
Achievement	73220.00	629.41	.0001	620.89	.0001

TABLE 8

UNIVARIATE ANALYSIS FOR THE INTERACTION OF ADMINISTRATIONS AND SITES WITHIN CLUSTERS

Source	Mean Square	Univariate F	p<	Step-Down F	p<
Attitude	1.15	1.89	.06	1.89	.06
Achievement	381.43	3.28	.002	3.27	.002

TABLE 9

RELIABILITIES, MEANS, AND STANDARD DEVIATIONS OF ATTITUDE AND COGNITIVE ACHIEVEMENT TESTS

	Number of items	Mean (Items)	Mean	SD	N
Attitude pretest	21		74.75	13.26	149
Attitude posttest	21		76.14	12.68	149
Cognitive pretest	40	.72	38.2	7.66	149
Cognitive midterm	30	.74	21.9	4.01	149
Cognitive posttest					
K-3 option	35	.65	22.4	3.95	29
4-6 option	35	.72	24.6	4.21	42
K-6 option	35*	.69	22.15	4.75	78

*This test actually had 50 items. However, there are three option points and each person only answered 35 items.

Table 9 presents the means and standard deviations for the several versions of the achievement tests used to measure cognitive achievement and for the attitude pre- and posttest.

How effective were the learning activities and methods of presentation and how might they be improved?

The Instructional Activities Rating Form (IAR) and portions of the Equipment Report and Student Satisfaction Form were used to evaluate the perceived effectiveness of each learning activity. The following learning activities were rated: videotaped TV programs, seminars, and ancillary activities. Ratings for each activity on each day were obtained from the IAR. These ratings for each item were summarized for all class meetings and are discussed in the following parts of this report. Site coordinator's ratings of student satisfaction of the learning activities are presented in Table 10.

Videotaped Television Programs. Table 11 presents the students' evaluation of the televised programs. Overall evaluation of the videotaped lessons was between "good" and "very good". On a scale of 1 to 5 where 1 is excellent and 5 is poor, the average overall rating for the program was 2.68.

The other items were rated similarly. The majority of the participants felt that coverage of material and the amount of time spent discussing theoretical aspects, procedures, and examples were adequate (items 6, 7, and 8). In all cases, however, a significant number felt that more time should have been spent on all these areas, and that the programs would have been more effective if less material had been presented but in greater depth. The most frequent suggestions for improvement were amplification of main points, and more summary statements.

Comments focused mainly on the pace and the technical quality of the programs:

- supplied a lot of information too fast to comprehend well
- too much covered and not in depth enough
- more coverage at slower pace

TABLE 10

SITE COORDINATORS' MEAN RATINGS OF PARTICIPANT SATISFACTION WITH LEARNING ACTIVITIES

Session	Program	Videotaped Program	Seminar	Ancillary Activities
1	TV 1	2.43		2.50
2	TV 2	2.42		2.38
3	TV 3	1.90		2.38
4	TV 4	1.90		2.22
5 & 6	TV 5 & 6	1.92		2.17
7	Seminar 1		2.00	
8	Exam	-----	-----	-----
9	TV 7	1.89		1.60
10	TV 8 & 9	1.67		2.00
11	Seminar 2		1.38	
12	TV 10	1.90		1.63
13	TV 11&12	1.80		2.22
14	TV 13&14	1.64		1.89
15	TV 15	1.90		2.20
16	Seminar 3		1.89	
17	TV 16	1.90		1.75
18	Exam	-----	-----	-----
Total		1.97	1.71	2.08

Ratings: 1 = excellent
2 = very good
3 = good
4 = fair
5 = poor

TABLE 11

INSTRUCTIONAL ACTIVITIES RATING FORM SUMMARIZED ACROSS ALL PROGRAMS
PART I: VIDEOTAPED TV PROGRAMS

Item #	Content	Frequency	Percentage
1.	The presenter's discussion of materials was:		
	a) excellent	160	14%
	b) very good	447	39%
	c) good	440	38%
	d) fair	102	9%
	e) poor	9	1%
2.	The classroom scene with the presenter describing activities was:		
	a) excellent	123	11%
	b) very good	436	38%
	c) good	477	42%
	d) fair	100	9%
	e) poor	13	1%
3.	The presenter's explanation of the graphic materials was:		
	a) excellent	70	6%
	b) very good	351	31%
	c) good	538	48%
	d) fair	134	12%
	e) poor	26	2%
4.	The scores of a teacher working with students were:		
	a) excellent	133	12%
	b) very good	419	36%
	c) good	467	41%
	d) fair	116	10%
	e) poor	15	1%
5.	The interviews of experts or practitioners were:		
	a) excellent	99	9%
	b) very good	379	35%
	c) good	485	45%
	d) fair	111	10%
	e) poor	15	1%

TABLE 11 -- CONTINUED

Item #	Content	Frequency	Percentage
6.	Amount of time discussing theoretical aspects:		
	a) much more time	66	6%
	b) somewhat more time	223	19%
	c) coverage was adequate	778	68%
	d) somewhat less time	65	6%
	e) much less time	15	1%
7.	Amount of time discussing procedures for using materials:		
	a) much more time	89	8%
	b) somewhat more time	300	26%
	c) coverage was adequate	708	62%
	d) somewhat less time	47	4%
	e) much less time	6	1%
8.	Amount of time spent on examples of application in classroom:		
	a) much more time	86	7%
	b) somewhat more time	293	25%
	c) coverage was adequate	706	61%
	d) somewhat less time	55	5%
	e) much less time	11	1%
9.	Program more effective if:		
	a) less material at greater depth	208	18%
	b) less material	74	6%
	c) more material in less depth	89	8%
	d) more material relevant to central issues	118	10%
	e) coverage was adequate	658	57%
10.	The presenter might have been more acceptable if:		
	a) he/she spoke more clearly	66	6%
	b) he/she appeared more knowledgable about subject area	33	3%
	c) he/she spoke in a more natural manner	164	15%
	d) he/she was quite acceptable	835	76%
11.	The program might have been easier to follow with:		
	a) more explicit transitions between ideas	147	15%
	b) more careful organization of content	78	8%
	c) greater amplification of main points	476	48%
	d) more summary statements	295	30%

TABLE 11 -- CONTINUED

Item #	Content	Frequency	Percentage
12.	Effect of program on teaching:		
	a) little or no relevance	115	10%
	b) would like to use it, but probably won't	173	15%
	c) would like to use it, but don't understand it enough	140	12%
	d) I plan to use it	590	52%
	e) something I already know or am using	125	11%
13.	Graphic materials could have been used in the program:		
	a) much more frequently	55	5%
	b) more frequently	215	19%
	c) use was satisfactory	827	73%
	d) less frequently	37	3%
	e) much less frequently	5	0
14.	Graphic materials needed to be held on the screen:		
	a) much longer	185	16%
	b) somewhat longer	351	31%
	c) time was adequate	589	52%
	d) somewhat shorter	8	1%
	e) much shorter	2	0
15.	The pace of the program should be:		
	a) much slower	122	11%
	b) somewhat slower	316	27%
	c) pace was satisfactory	652	57%
	d) somewhat faster	58	5%
	e) much faster	4	0
16.	The clarity of the picture was:		
	a) excellent	211	18%
	b) very good	344	30%
	c) good	366	31%
	d) fair	154	13%
	e) poor	87	7%
17.	The quality of the sound was:		
	a) excellent	170	15%
	b) very good	332	29%
	c) good	355	31%
	d) fair	182	16%
	e) poor	121	10%

TABLE 11 -- CONTINUED

Item #	Content	Frequency	Percentage
18.	There were annoying distractions in the room:		
	a) very often	37	3%
	b) often	70	6%
	c) occationally	266	23%
	d) rarely	479	41%
	e) never	303	26%
19.	Overall evaluation of TV program:		
	a) excellent	86	7%
	b) very good	407	35%
	c) good	475	41%
	d) fair	164	14%
	e) poor	21	2%
20.	Do you have a specific comment:		
	a) yes	80	7%
	b) no	1028	93%

- program too fast
- garbled sound
- audio-video problems
- sound low
- couldn't hear

The majority of the participants (76%) felt that the presenter was quite acceptable. Sixty-three percent of the participants indicated that they plan to use DPRI in their teaching or were already doing so. These results are similar to those obtained during the earlier DPRI course.

Site monitors' comments varied from extremely positive to critical and focused primarily on the program content:

- not enough specific information
- use advanced organizers
- lectures were good and content very worthwhile
- quality of content excellent
- some material outdated.

Seminars. Participants' ratings of the live, interactive seminars are presented in Table 12. The overall rating of the three seminars was 2.55 which is between "good" and "very good". Each seminar was rated similarly although the second was rated slightly higher than the first and last. The majority of the participants felt that the answers they received were useful and valuable and that questions should continue to be answered via teletype and VHF. The most frequent suggestions for improvement were the use of more direct answers, occasional summary statements, and more classroom examples.

Most of the comments, however, were positive as indicated by the representative comments below:

- well organized
- guest speakers were well informed
- seminars more valuable than TV sessions because they're more specific
- monitor summarized and added to guests' responses
- informal atmosphere is very good.

The site monitors rated student reactions to the seminars. The average rating for all three seminars was 1.79 (on a 1 to 5 scale). The site monitors also rated the second seminar higher than the other two, giving it a mean rating of 1.38.

TABLE 12

INSTRUCTIONAL ACTIVITIES RATING FORM SUMMARIZED ACROSS ALL PROGRAMS
PART II: SEMINARS

Item #	Content	Frequency	Percentage
21.	Improve effectiveness of seminar by format change:		
	a) 1 hour TV seminar and 15 minutes intermission	88	28%
	b) 2 hours TV seminar and 15 minutes intermission	23	7%
	c) 1 hour TV seminar and opportunity to generate questions during and 15 minutes prior to the program	101	32%
	d) 1 hour seminar with direct voice hook-up	98	32%
	e) other	1	0
22.	Improve effectiveness of seminar:		
	a) moderator answer questions alone	27	9%
	b) use more teachers as guests	60	20%
	c) use more professors and experts as guest	54	18%
	d) fine as is	162	53%
23.	Facilitate the generation of more meaningful questions:		
	a) begin with 10 minute course content summary	106	35%
	b) begin with 10 minute film of previous programs	41	14%
	c) begin with short film of new material	55	18%
	d) use whole seminar for question answering and discussion	97	32%
	e) other	2	1%
24.	Increase the value of the answers to the questions:		
	a) less theory	17	6%
	b) more classroom examples	61	20%
	c) more direct answers	80	27%
	d) less repetition in answers	20	7%
	e) satisfied as is	123	41%

TABLE 12 -- CONTINUED

Item #	Content	Frequency	Percentage
25.	Seminar moderator more effective:		
	a) keep guests more on topic	27	10%
	b) provide occasional summary statements	160	62%
	c) allow each guest equal time	23	9%
	d) keep a faster pace	49	19%
26.	The film segments used as sources of stimulation were:		
	a) extremely useful	13	5%
	b) very useful	48	18%
	c) somewhat useful	86	32%
	d) completely useless	5	2%
	e) not applicable	115	43%
27.	Advisability of continuing to answer questions via teletype or VHF:		
	a) yes	244	86%
	b) no	41	14%
28.	Usefulness of answers received via teletype or VHF:		
	a) yes	227	83%
	b) no	45	17%
29.	Overall evaluation of seminar:		
	a) excellent	39	13%
	b) very good	111	37%
	c) good	101	34%
	d) fair	40	13%
	e) poor	7	2%
30.	Specific comments:		
	a) yes	27	9%
	b) no	258	91%

Ancillary Activities. Table 13 presents participants' ratings of the ancillary activities used during the course. The overall evaluation of the ancillary activities was between "good" and "very good" (average rating = 2.75). Fifty-eight percent of the participants agreed that the assigned work was useful and 73% felt the activities could be applied to their classrooms. Fifty percent of the participants felt that too much reading material was assigned. Only 27% of the students spent more than one hour working on laboratory activities. Representative comments varied:

- too much reading
- simplify directions on activities
- quite ... well prepared
- assignments are interesting and helpful.

Site monitors rated students' satisfaction with the ancillary materials as very good (average rating = 2.02).

How reliable was the equipment used during the course?

The videotaped programs and interactive, live seminars were broadcast via the ATS-6 delivery system. The questions during the seminar were transmitted from the sites by teletype or telephone.

Following each program, the site monitors completed the Equipment Report and Student Satisfaction Form (ERSS). This information was used to determine the reliability of the equipment and the quality of the reception. Table 14 summarizes the ratings of the audio and video reception. across all sessions. The video signal contained little or no distortion 86% of the time and the distortion was only slightly or not at all annoying 89% of the time. The audio signal was rated as good 87% of the time and the signal strength was good 81% of the time.

TABLE 13

INSTRUCTIONAL ACTIVITIES RATING FORM SUMMARIZED ACROSS ALL PROGRAMS
PART III: ANCILLARY ACTIVITIES

Item #	Content	Frequency	Percentage
31.	Use of materials from reference shelf:		
	a) very often	79	8%
	b) often	184	19%
	c) occasionally	305	31%
	d) rarely	156	16%
	e) never	256	26%
32.	Amount of time spent working in lab:		
	a) 30 minutes or less	314	30%
	b) 45 minutes	229	22%
	c) 60 minutes	212	20%
	d) 90 minutes	197	19%
	e) two hours or more	95	9%
33.	Ancillary activities should have covered:		
	a) much more material	17	2%
	b) somewhat more material	46	4%
	c) material covered was adequate	688	66%
	d) somewhat less material	220	21%
	e) much less material	78	7%
34.	Instructions for ancillary activities were clear:		
	a) strongly agree	195	18%
	b) moderately agree	480	45%
	c) no opinion or neutral	203	19%
	d) moderately disagree	142	13%
	e) strongly disagree	37	4%
35.	Ancillary activities were relevant to the TV program:		
	a) strongly agree	275	26%
	b) moderately agree	550	52%
	c) no opinion or neutral	157	15%
	d) moderately disagree	63	6%
	e) strongly disagree	10	1%

TABLE 13 -- CONTINUED

Item #	Content	Frequency	Percentage
36.	Time allowed for completion of ancillary activities adequate:		
	a) strongly agree	146	14%
	b) moderately agree	446	42%
	c) no opinion or neutral	197	19%
	d) moderately disagree	177	17%
	e) strongly disagree	90	9%
37.	Ancillary activities practical and applicable to the classroom:		
	a) strongly agree	217	21%
	b) moderately agree	544	52%
	c) no opinion or neutral	188	18%
	d) moderately disagree	78	7%
	e) strongly disagree	26	2%
38.	Too much reading material assigned for class preparation:		
	a) strongly agree	212	20%
	b) moderately agree	314	30%
	c) no opinion or neutral	321	30%
	d) moderately disagree	157	15%
	e) strongly disagree	53	5%
39.	Preparatory readings more relevant to ancillary activities:		
	a) strongly agree	47	4%
	b) moderately agree	243	23%
	c) no opinion or neutral	478	46%
	d) moderately disagree	205	20%
	e) strongly disagree	75	7%
40.	Materials on reference shelf <u>not</u> relevant to ancillary activities:		
	a) strongly agree	46	5%
	b) moderately agree	133	14%
	c) no opinion or neutral	470	49%
	d) moderately disagree	198	21%
	e) strongly disagree	115	12%

TABLE 13 -- CONTINUED

Item #	Content	Frequency	Percentage
41.	Assigned homework quite useful:		
	a) strongly agree	156	15%
	b) moderately agree	453	43%
	c) no opinion or neutral	297	28%
	d) moderately disagree	114	11%
	e) strongly disagree	32	3%
42.	Overall all evaluation:		
	a) excellent	66	6%
	b) very good	334	32%
	c) good	462	44%
	d) fair	167	16%
	e) poor	19	2%
43.	Any especially innovative or creative activities:		
	a) yes	166	17%
	b) no	810	83%
44)	Specific comments:		
	a) yes	55	5%
	b) no	958	95%

Site monitors' ratings of equipment functioning of the ATS-3 system across all sessions are presented in Table 15 and ratings by sites are presented in Table 16. These results indicate a great deal of variability from site to site and session to session in technical quality of the programs.

Site monitors also used the Summative Comments Form to rate several aspects of using the equipment connected with the course. These results are presented in Table 17. Only one out of 12 site monitors responding felt the equipment and related procedures were difficult to use and did not like operating the equipment. Less than half of the monitors responded to items

TABLE 14

QUALITY OF RECEPTION SUMMED ACROSS SITES AND SESSIONS

	Frequency	Percentage
Video Signal Rating		
Perceptibility		
1. Picture not perceptible	11	6%
2. Very perceptible distortion	7	4%
3. Some distortion	7	4%
4. Very little distortion	28	15%
5. No distortion	128	71%
Objectionableness of distortion		
1. Extremely annoying	12	7%
2. Very annoying	4	2%
3. Definitely annoying	4	2%
4. Slightly annoying	36	20%
5. Not annoying	125	69%
Audio Signal Rating		
Readability		
1. Poor	10	6%
2. Fair	14	8%
3. Good	157	87%
Signal Strength		
1. Very weak	13	7%
2. Fair	22	12%
3. Good	146	81%

related to their satisfaction with the equipment repair service. This limited response makes conclusions about the repair service difficult. The most frequent complaint, however, was with the quality of the reception.

TABLE 15

SITE MONITOR'S RATINGS OF EQUIPMENT FUNCTIONING BY SESSION

Session	Date	Audio	Video
1	2/1/77	3.00 x 2.92	4.46 x 4.46
2	2/8/77	2.85 x 2.62	4.00 x 3.92
3	2/15/77	3.00 x 2.92	4.75.x 4.75
4	2/22/77	2.58 x 2.50	3.83 x 3.92
5	3/1/77	2.77 x 2.77	4.54 x 4.62
6	3/8/77	2.85 x 2.85	4.38 x 4.46
7	3/22/77	2.75 x 2.83	4.83 x 4.75
8	3/29/77	2.83 x 2.75	4.50 x 4.50
9	4/5/77	3.00 x 3.00	4.82 x 4.82
10	4/19/77	2.67 x 2.50	4.17 x 4.00
11	4/26/77	2.75 x 2.50	4.42 x 4.42
12	5/3/77	3.00 x 3.00	4.83 x 4.83
13	5/10/77	2.83 x 2.75	4.83 x 4.83
14	5/17/77	2.64 x 2.55	4.27 x 4.27
15	5/24/77	2.64 x 2.55	3.82 x 3.82

Video Signal Rating Scale

Distortion and/or Noise Perceptibility

1. Picture content impossible to ascertain
2. Very perceptible distortion and/or noise but picture content ascertainable
3. Definitely perceptible distortion and/or noise
4. Barely perceptible distortion and/or noise
5. Imperceptible

Distortion and/or Noise Objectionableness

1. Extremely annoying
2. Very annoying
3. Definitely annoying
4. Slightly annoying
5. Not annoying

Audio Signal Rating Scale

Readability

1. Unreadable
2. Readable with difficulty
3. Readable with practically no difficulty, or no difficulty

Signal Strength

1. Faint signals or very weak signals
2. Fair signals
3. Good signals or very good signals

TABLE 16

SITE MONITOR'S RATINGS OF EQUIPMENT FUNCTIONING BY SITE

Site		Audio	Video
10	Huntsville	2.80 x 2.80	3.93 x 3.87
11	Rainsville	2.27 x 2.20	3.87 x 3.80
12	Guntersville	2.73 x 2.20	3.24 x 3.40
15	LaFollette	3.00 x 3.00	5.00 x 5.00
16	Tazewell	2.85 x 2.85	4.77 x 4.77
20	Norton	3.00 x 3.00	4.86 x 4.79
21	Stickleyville	2.80 x 2.53	4.73 x 4.73
22	Boone	3.00 x 3.00	5.00 x 4.87
25	Cumberland	3.00 x 3.00	4.80 x 4.80
26	McHenry	2.57 x 2.57	4.00 x 4.00
27	Keyser	3.00 x 3.00	4.00 x 4.00
35	Fredonia	2.93 x 2.93	4.73 x 4.93
36	Olean	2.71 x 2.71	4.50 x 4.50

Video Signal Rating Scale

Distortion and/or Noise Perceptibility

1. Picture content impossible to ascertain
2. Very perceptible distortion and/or noise but picture content ascertainable
3. Definitely perceptible distortion and/or noise
4. Barely perceptible distortion and/or noise
5. Imperceptible

Distortion and/or Noise Objectionableness

1. Extremely annoying
2. Very annoying
3. Definitely annoying
4. Slightly annoying
5. Not annoying

Audio Signal Rating Scale

Readability

1. Unreadable
2. Readable with difficulty
3. Readable with practically no difficulty, or no difficulty

Signal Strength

1. Faint signals or very weak signals
2. Fair signals
3. Good signals or very good signal

TABLE 17

SITE MONITOR'S RATINGS OF EQUIPMENT

	Frequency	Percentage
1. The equipment is easy to use:		
a) strongly agree	7	58%
b) agree	4	33%
c) neutral	0	0
d) disagree	1	8%
e) strongly disagree	0	0
2. I like operating the equipment:		
a) strongly agree	6	55%
b) agree	3	27%
c) neutral	1	9%
d) disagree	1	9%
e) strongly disagree	0	0
3. Equipment check is easy to do:		
a) strongly agree	7	64%
b) agree	2	18%
c) neutral	1	9%
d) disagree	1	9%
e) strongly disagree	0	0
4. Equipment Report and Student Satisfaction instrument is easy to use:		
a) strongly agree	6	55%
b) agree	3	27%
c) neutral	1	9%
d) disagree	0	0
e) strongly disagree	1	9%

Repair Service was satisfactory	strongly agree	agree	neutral	disagree	strongly disagree
UHF	2	1	2	0	0
ATS-6	2	1	0	0	3
Teletype	1	2	0	0	1
Telecopier	1	0	0	0	0

What was the overall evaluation of the course?

The overall rating of the course was obtained from participants' responses on Part IV of the Instructional Activities Rating Form. Seven aspects of the course were rated in comparison to traditional instructor taught courses. The frequency and means for each item are presented in Table 18. The site monitors received the highest ratings with an average of 2.11 which is good. This result is similar to the earlier course when the site coordinators also received the highest ratings. The other features of the course were all rated similarly and were between good and average. On-site references were rated the lowest with an average rating of 2.62. This may have been a reflection of student dissatisfaction that all sites did not have sufficient on-site resources available where they were meeting.

The overall rating of the course was also measured by the Summative Comments Form which was completed by site monitors at the completion of the course. The monitors rated the television lectures, the live seminars and the ancillary activities on several criteria. Table 19 presents the results of these ratings.

The televised lectures received the highest overall rating and the highest rating on quality of presentation although the seminars and ancillary activities were also rated above average. The ancillary activities were rated the highest of the three aspects of the course in relation to other unit activities. The content of the programs was rated highly for all the activities. Student reaction, although above average, was rated somewhat lower than other aspects.

TABLE 18

INSTRUCTIONAL ACTIVITIES RATING FORM SUMMARIZED ACROSS ALL PROGRAMS
PART IV: FEEDBACK

Item #	Content	Frequency	Percentage
	Quantity of useful information received compared with a traditional instructor taught course.		
45.	Pre-program preparation:		
	a) outstanding	96	8%
	b) good	460	40%
	c) average	522	45%
	d) poor	55	5%
	e) unacceptable	17	1%
	Mean = 2.51		
46.	Televised, interactive seminars:		
	a) outstanding	88	9%
	b) good	366	39%
	c) average	395	42%
	d) poor	62	7%
	e) unacceptable	20	2%
	Mean = 2.53		
48.	Ancillary activities:		
	a) outstanding	112	10%
	b) good	461	41%
	c) average	484	43%
	d) poor	54	5%
	e) unacceptable	17	2%
	Mean = 2.47		
49.	The videotaped TV programs:		
	a) outstanding	127	11%
	b) good	445	39%
	c) average	454	40%
	d) poor	93	8%
	e) unacceptable	29	3%
	Mean = 2.52		

TABLE 18 -- CONTINUED

Item #	Content	Frequency	Percentage
50.	Follow-up activities:		
	a) outstanding	81	7%
	b) good	473	42%
	c) average	502	44%
	d) poor	56	5%
	e) unacceptable	18	2%
	Mean = 2.52		
51.	On-site reference materials:		
	a) outstanding	114	11%
	b) good	367	34%
	c) average	457	42%
	d) poor	93	9%
	e) unacceptable	48	4%
	Mean = 2.62		
52.	The site monitor:		
	a) outstanding	287	25%
	b) good	507	44%
	c) average	302	26%
	d) poor	39	3%
	e) unacceptable	11	1%
	Mean = 2.11		
53.	Specific comments:		
	a) yes	34	3%
	b) no	1039	97%

TABLE 19

SITE MONITOR'S RATINGS OF LEARNING ACTIVITIES

Activity	Mean	s.d.
Televised Lectures		
Overall rating	2.08	.79
Content	1.92	1.08
Quality of presentation	2.08	.67
Student reaction	2.33	.89
Relation to other unit activities	2.42	.79
Televised Seminars		
Overall rating	2.17	.72
Content	2.17	.83
Quality of presentation	2.42	.90
Student reaction	2.50	1.00
Relation to other unit activities	2.67	.65
Ancillary Activities		
Overall rating	2.25	.45
Content	2.17	.58
Quality of presentation	2.63	.64
Student reaction	2.42	.67
Relation to other unit activities	2.14	.71

Rating Scale: 1 - generally excellent in that category
2 - excellent at times
3 - acceptable
4 - weak at times
5 - generally unacceptable

How does this course compare with the previous course?

As in the earlier DPRI course, these students showed a significant gain on the cognitive achievement measures from pre- to post-tests. In addition, the percentage of correct items was similar for each course. During the earlier course the percentage of items correct increased from 49% to 71%. During the current course the percentage increased from 48% to between 64% and 76% depending on the course option selected.

As with the earlier course, there were no significant gains in attitudes from the pre- to posttest measure. The pretest attitudes, however, were positive as they were during the earlier course, making it more difficult for signicant change to occur.

As with the earlier course the ratings for the learning activities averaged between good and very good. The site coordinators received the highest ratings of all the course features at both sessions. During this course, on-site reference materials received a lower relative rating than previously. Ancillary activities, however, received relatively higher ratings. Seminars received lower ratings during both courses, although the ratings were still above average.

Conclusions

The DPRI course, which was offered for the third time during Spring, 1977, was completed by 164 students at 15 AESP sites.

Achievement and attitude test results were similar to these obtained during the earlier deliveries. Although both cognitive achievement and attitudes increased from the first to last session, only the achievement gain was significant. Attitudes were relatively positive initially, which may explain the lack of significant improvement in attitude scores.

The learning activities and methods of presentation received average ratings of between "good" and "very good" as they did during the previous deliveries. The videotapes, however, were rated slightly lower during this latest delivery. This may be a result of the more frequent technical difficulties experienced. For both the seminars and taped programs, the most frequent suggestions for improvement were more direct statements, more examples, and more summary statements.

During this delivery, site monitors received the highest rating compared to several aspects of the course. This suggests that the role of the site monitor may be an integral part in the success of satellite delivered courses.

In summary, this course received above average ratings in all aspects and although overall ratings were slightly lower than for previous broadcasts this was attributed to technical difficulties and equipment malfunctions. The most frequent recommendation for improvement was the use of more concrete examples and specific information.

CAREER EDUCATION IN THE ELEMENTARY SCHOOL

Introduction

The Career Education in the Elementary School (CEE) course has been delivered by AESP on two occasions. The results of the Summer 1974 broadcast are presented in AESP Technical Reports #7 and 9. This report presents the results of the second delivery of CEE during the Summer of 1977.

Overview of Course

The CEE course surveys the major principles, concepts, and practices of career education in an elementary school setting. Specifically, the course is designed to enable teachers to develop career education units that can be integrated into the traditional subject areas at each grade level and to serve as leaders in the development and implementation of career education programs in their school systems.

Structure of Course

Dr. Clayton Omvig, Associate Professor of Vocational Education at the University of Kentucky was the instructor for the course.

The CEE course included the following components:*

1) Thirteen half-hour videotapes;

2) Four live seminars;

3) Ancillary materials and activities.

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* Four-channel audio reviews which were used during the previous delivery of the CEE course were eliminated from this delivery due to low ratings.

The course consisted of 11 sessions. Participants normally viewed two tapes during each session and completed the associated ancillary activities. Participants participated in live interactive seminars during three sessions. In addition to participating in the seminars, these sessions included viewing one videotape and completing the corresponding ancillary activities. Three semester hours of graduate credit was awarded upon completion of the course.

Course Content and Objectives

Several objectives were specified as intended outcomes of the course:

1) comprehend the major principles and practices of career education in an elementary school setting;

2) recognize the need for career education in an elementary school setting;

3) develop a career education learning experience;

4) recognize the formative nature of the career education concept and be aware of areas of possible conflict among educators;

5) introduce career education to an elementary school staff.

The topics and objectives for the twelve[1] units were:

TAPE 1: THE CONCEPT OF CAREER EDUCATION

1. define career education in your own words
2. understand the need for career education
3. identify five basic tenets of career education

TAPE 2: A COMPLETE CAREER EDUCATION PROGRAM

1. identify the role of elementary education in the development of career awareness
2. identify career awareness concepts appropriate for elementary school students

[1]The first tape was introductory in nature and is not considered as a unit.

3. identify and describe the four phases of a complete career education program

TAPE 3: JOB CLUSTERING: A TOOL FOR CAREER EDUCATION

1. understand the need for an organized system of ordering the world of work
2. identify three basic ways a classroom teacher can cluster or group job information
3. identify two basic functions that clusters can serve for a classroom teacher
4. understand how the elementary school teacher can use clusters as a tool in infusing career education experiences into his or her classroom.

TAPE 4: INTEGRATING CAREER EDUCATION INTO THE CURRICULUM

1. identify the 3 "basic ingredients" of a career education learning experience
2. understand the importance of career development concepts in a career education learning experience
3. interrelate subject matter objectives and career education objectives

TAPE 5: TOTAL CURRICULUM INTEGRATION

1. plan, teach and evaluate a career education learning experience
2. understand the fundamentals of curriculum integration

TAPE 6: THE COLLECTION AND UTILIZATION OF INSTRUCTIONAL MATERIALS

1. provide for individual differences and interests in the planning and preparation of career education materials
2. capitalize on areas of high student interest or promote student interest through the use of individual and/or small group activities

TAPE 7: COMMUNITY RESOURCES

1. recognize the effect preschool values and the home environment have on an individual's career development
2. recognize the need for parent, community, and teacher cooperation in career education
3. be aware of the wide variety of community resources available to classroom teachers

4. plan, teach, and evaluate a career education learning experience involving the use of a resource person.

TAPE 8: IMPLEMENTATION STRATEGY

1. identify roles of the various school personnel in an implementation strategy for career education
2. identify several of the major approaches to inservice training for career education
3. plan a model for inservice training for your school system

TAPE 9: ATTITUDES ABOUT CHANGE

1. identify current attitudes about educational change
2. identify attitudes, both pro and con, about career education
3. discuss career education in relation to curriculum relevance

TAPE 10: DEALING WITH EDUCATIONAL CHANGE

1. identify current pros and cons regarding educational change
2. identify current pros and cons about career education

TAPE 11: SPECIAL INTERESTS AND CAREER EDUCATION

1. identify current educational problems voiced by special interest groups
2. identify the stereotypes you place on certain interest groups
3. understand the approach of career education toward special interest groups

TAPE 12: THE REWARDS OF A COMPREHENSIVE CAREER EDUCATION PROGRAM

1. identify the rewards of a comprehensive career education program
2. state three major points which indicate the necessity for career education.

In addition to these taped programs, all students participated in four, live, interactive seminars. These seminars enabled participants to interact with experts in career education instruction.

Individual and group developmental and follow-up activities designed to supplement the tapes were included in the ancillary materials provided each participant. The developmental exercises were designed to help the student question and think about the concepts of career education while the follow-up activities consisted of actual career education learning experiences for the student to try in his or her own classroom.

Each participant purchased the following instructional materials:

Hoyt, Kenneth B., et al. Career Education and the Elementary School Teacher. Salt Lake City, Utah: Olympus Publishing Co., 1973. Cost $5.95.

Ancillary Materials for Career Education in the Elementary School, prepared by AESP Resource Coordinating Center. Revised ed., 1977. Cost $6.50

Method

Subjects

Complete data (all cognitive and affective pre- and posttest measures) were available on 72 of the 109 persons who participated in the CEE course offered during Summer 1977. Thirty-eight of these students were enrolled at nine AESP sites. Thirty students at Norton Teacher Corps and four students at Tennessee Teacher Corps completed the course with the videotapes and ancillary materials but did not participate via satellite. The number of participants at each site is presented in Table 20.

Participants completed a combined attitude and background questionnaire during the first session. This questionnaire consisted of two parts. The first part dealt with attitudes towards career education and the second part with background information on the participants. This background information is summarized in Table 21.

TABLE 20

DISTRIBUTION OF PARTICIPANTS BY SITES
(Complete Data Cases Only)

Site	Number of Participants
10 Huntsville	6
11 Rainsville	3
12 Guntersville	3
15 Tennessee Teacher Corps	4
16 Tazewell	3
20 Norton	2
23 Norton Teacher Corps	30
26 McHenry	8
27 Keyser	4
35 Fredonia	6
36 Olean	3
Total	72

Procedures and Instrumentation

The CEE course was evaluated using several assessment instruments that were completed by course participants and by the site monitors. These instruments are described below.

Table 22 presents the class meeting schedule, the activities associated with each session, and the evaluation forms completed during the course.

Cognitive Achievement Tests. During the first class session participants completed a pretest of 30 items which were randomly selected from the midterm and posttest. This test was designed to measure their knowledge about career

TABLE 21

SUMMARY BACKGROUND INFORMATION FOR PARTICIPANTS
COMPLETING SUMMER, 1977 CEE COURSE
(N = 72)

Item	Responses	Frequency	Percentage
Sex	Male	24	33.5%
	Female	48	66.5%
	No response	0	0.0%
Community in which you teach	Rural	63	87.5%
	Urban	3	4.0%
	Suburban	6	8.5%
	No response	0	0.0%
Age at last birthday	21 - 30	32	44.5%
	31 - 40	20	28.0%
	41 - 50	10	14.0%
	51 - 60	10	14.0%
	61 or over	0	0.0%
	No response	0	0.0%
Position during 1976-1977 academic year	Classroom teacher	40	55.5%
	School counselor	0	0.0%
	Special education teacher	1	1.5%
	School administrator	3	4.0%
	Other	28	39.0%
Grades you work with	Elementary - all grades	13	18.0%
	K	2	3.0%
	1 - 3	6	8.5%
	4 - 6	33	46.0%
	7 - 12	18	25.0%
	No response	0	0.0%
Experience teaching	1 year or less	16	22.0%
	2 - 4 years	25	34.5%
	5 - 8 years	12	16.5%
	9 - 15 years	11	15.5%
	16 years or more	8	11.0%
	No response	0	0.0%
Undergraduate GPA (4 points = A)	less than 2.50	5	7.0%
	2.51 - 2.75	9	12.5%
	2.76 - 3.25	23	32.0%
	3.26 - 3.50	20	28.0%
	3.51 - 4.00	8	11.0%
	No response	7	10.0%

TABLE 21 -- CONTINUED

Item	Response	Frequency	Percentage
Graduate GPA (4 points = A)	less than 2.50	0	0.0%
	2.51 - 2.75	2	3.0%
	2.76 - 3.25	11	15.5%
	3.26 - 3.50	15	21.0%
	3.51 - 4.00	20	28.0%
	No response	24	33.5%
Last degree completed	High school diploma	10	14.0%
	Baccalaureate	47	65.5%
	Master's	11	15.5%
	Specialist	1	1.5%
	Doctorate	0	0.0%
	No response	3	4.0%

education philosophy and implementation. After the sixth unit, students completed a midterm examination. This test was composed of 30 items and corresponded to the content included in the first 6 lessons. During the last class session, a posttest was administered which consisted of 30 items that reflected the content of the last 6 units. These cognitive tests were used to measure learning that occurred as a result of participation in the CEE course. During the previous CEE course, unit tests as well as pre- and posttests were administered. These unit tests were eliminated from the Summer 1977 course delivery. For more information about unit exams see AESP Technical Report #9.

Attitude Questionnaire. Students completed the attitude portion of the Combined Attitude and Background Questionnaire for CEE on a pre-post basis. This questionnaire consisted of 25 items which were answered on a 1 to 5 scale where 1 indicated strongly disagree and 5 indicated strongly agree. This instrument was designed to assess the student's affective attitudes towards career education theory, concepts, and philosophy. For purposes of scoring, means for each item as well as all items combined were computed.

TABLE 22

SCHEDULE OF INSTRUCTIONAL ACTIVITIES

Session	Date	Activities			
		Evaluation*	TV Programs	Seminars	Ancillary Activities
1	7/6/77	Pretest, Attitude and Background Questionnaire	Overview		
2	7/7/77		1 & 2		X
3	7/12/77		3	X	X
4	7/13/77		4 & 5		X
5	7/14/77		6	X	X
6	7/19/77	Midterm examination	7		X
7	7/20/77		8		X
8	7/21/77		9	X	X
9	7/26/77		10 & 11		X
10	7/27/77		12	X	X
11	7/29/77	Final examination, Attitude Test, Summary Evaluation Form			

*In addition: A Unit Evaluation Form was completed by all participants after each session.

Equipment Report and Student Satisfaction.Form. All site monitors completed the Equipment Report and Student Satisfaction Form following each class session. This form was used to report technical functioning of the equipment, audio and video reception, and the site coordinator's perception of students' satisfaction with the taped programs, the live, interactive seminars, and the ancillary activities.

Evaluation Rating Form. After each unit, participants completed a 5-item evaluation rating form designed to measure their reactions to the videotaped programs and the ancillary activities. Participants responded to each item on a 1 to 7 Likert type scale and were encouraged to include narrative comments about their reactions. This form replaced the Televised Lecture Questionnaire and the Laboratory Activities Questionnaire used during the earlier CEE course.

Seminar Evaluation Form. Following each seminar, participants completed an 8-item seminar evaluation form designed to assess their reactions to various aspects of the seminar including the moderator and the seminar guests. This form replaced the Seminar Questionnaire used during the earlier CEE course.

Summary Evaluation Form. During the last session, participants completed the Summary Evaluation Form. This instrument was used to measure the participants' satisfaction with the various components of the course. as compared to a traditional instructor taught course. The students also responded to several questions related to the information they received during the course and areas of interest for future programs. This form replaced the Instruction Feedback Questionnaire used during the earlier CEE course.

Results

The evaluation of the CEE course is focused on the four research questions presented in the introductory section of this report. The answers to these questions are presented below.

How were participants' learning and attitudes affected?

A pre- to posttest gain analysis was used as a basis to ascertain the amount participants had learned and the amount of attitude change that occurred as a result of participating in the course. The percentage correct of the cognitive pretest and the combined midterm and posttest, and the average rating on the 5-point scale on the 25-item attitude pre- and posttests were used for the analysis. The pretest consisted of 30 items randomly selected from the midterm and posttest. The midterm and posttest each consisted of 30 items.

The analysis of variance design was an 11 site by 2 administrations design. Both achievement and attitude were included in the analysis, thereby, making a multivariate analysis of variance (MANOVA) design appropriate. Procedures described by Finn (1968, 1969) for repeated measures designs were followed.

The results indicated a significant difference for sites (multivariate $F = 3.94$, $p < .0001$), for administrations (multivariate $F = 102.44$, $p < .0001$), and sites by administrations (multivariate $F = 2.30$, $p < .003$). The multivariate results are presented in Table 23. The differences for all factors occurred only on the cognitive variable (see Table 24). This means that a differential gain in knowledge of career education concepts occurred among sites. As is

TABLE 23

MANOVA FOR PRE- AND POST-ACHIEVEMENT AND ATTITUDE MEASURES

Source	d.f.	Multivariate F	p <
Between Subjects			
Sites	20,120	3.94	.0001
Within Subjects			
Administration	2,60	102.44	.0001
Sites by Administration	20,120	2.30	.003

TABLE 24

UNIVARIATE AND STEP-DOWN F's FOR PRE- AND POST-ACHIEVEMENT AND ATTITUDE MEASURES

Source	Univariate F	p <	Stepdown F	p <
Sites				
Attitude	1.69	.103	1.69	.103
Achievement	6.34	.0001	6.88	.0001
Administrations				
Attitude	1.19	.28	1.19	.28
Achievement	203.94	.0001	199.82	.0001
Sites by Administrations				
Attitude	1.34	.23	1.34	.23
Achievement	3.45	.001	3.42	.001

reflected in their average scores (pretest average = 52.514 and posttest average = 75.292), the participants significantly improved their knowledge of career education concepts from pre- to posttesting.

While no significant difference occurred for the attitude variable, the pre- and posttest means were 4.005 and 4.122 respectively. (For item means see Table 25). These scores indicate a relatively positive attitude toward career education concepts existed at the beginning of the course which was maintained at essentially the same level throughout the course.

Because two Teacher Corps sites (Virginia and Tennessee) used videotapes on site, a separate analysis was conducted to compare their performance to the performance of individuals at sites that received the programs via satellite. The results of this analysis are presented in Table 26. The results indicated a significant difference between the Virginia Teacher Corps site and all other sites and between the Tennessee Teacher Corps site and all other sites. The univariate analyses are presented in Table 27. The results indicated that the difference between the Virginia site and all other sites occurred only for the attitudinal variable. The Virginia group's attitudinal score changed from 3.70 to 3.97, while all other sites showed a change from 4.42 to 4.03 from pre- to posttesting. These results indicate that the pattern of change for Virginia on the attitudinal variable was significantly different than the pattern of change at all other sites.

As can be seen in Table 27, the results indicate that the difference between the Tennessee Teacher Corps site and all other sites can be attributed to the cognitive variable. The Tennessee group changed from 29.0% to 55.2% correct on the cognitive measure, while the satellite sites changed from 53.3% to 77.4%. This difference in performance indicates that while participants

TABLE 25

ITEM MEANS FROM ATTITUDE SCALE

Item	Pretest		Posttest	
	Mean	S.D.	Mean	S.D.
1	4.44	.96	4.50	1.06
2	4.39	.99	4.46	1.13
3	4.50	.92	4.47	1.01
4	4.36	.94	4.49	1.10
5	4.13	.90	4.11	1.00
6	3.47	1.01	3.39	.99
7	3.28	.91	3.42	.99
8	4.14	1.18	4.00	1.23
9	4.32	.98	4.14	1.00
10	4.22	.89	4.15	1.18
11	4.08	.90	4.00	1.08
12	4.33	.96	4.36	1.13
13	3.85	1.07	4.11	1.22
14	3.81	1.22	4.26	1.28
15	3.15	1.03	3.38	1.16
16	3.97	1.32	4.31	1.11
17	4.10	.92	4.17	.98
18	3.93	.94	3.93	.92
19	3.96	1.05	4.11	1.03
20	4.17	.98	4.35	1.02
21	4.21	.89	4.32	1.10
22	3.94	.98	4.08	.96
23	3.68	1.19	4.07	1.05
24	4.10	.84	4.31	.94
25	3.60	1.43	4.17	1.22

Note: 5-point scale - 1 = disagree, 5 = agree

at the Tennessee site showed an improvement from pre- to posttesting, their overall performance was significantly lower than the performance at the other sites.*

*It should be noted that these results are based on only those four students at the Tennessee Teacher Corps site who completed the pre and post attitude measures and the pre, mid, and post cognitive measures.

TABLE 26

MANOVA FOR TEACHER CORPS SITES VS. SATELLITE SITES

Source	d.f.	Multivariate F	p<
Virginia Teacher Corps sites vs. all other sites	2,60	5.38	.007
Tennessee Teacher Corps sites vs. all other sites	2,60	11.22	.0001
All AESP sites	16,120	3.09	.0003

TABLE 27

UNIVARIATE AND STEP-DOWN F's FOR TEACHER CORPS SITES VS. SATELLITE SITES

Source	Univariate	p <	Step-Down F	p <
Virginia Teacher Corps vs. all other sites				
Attitude	9.01	.004	9.01	.004
Achievement	0.45	.51	1.65	.20
Tennessee Teacher Corps vs. all other sites				
Attitude	.22	.64	.21	.64
Achievement	20.46	.0001	22.15	.0001
All AESP Sites				
Attitude	.96	.47	.96	.47
Achievement	5.31	.0001	5.78	.0001

In summary, differential gains on the cognitive measure occurred among sites, and the participants showed a signficant gain in their knowledge of career education concepts overall. A relatively positive attitude toward career education concepts was manifest at the beginning of the course and no significant change in this level occurred throughout the course. The results also indicated that participant performance was differentially affected by the use of videotapes vs. satellite-delivered programs. However, due to the preliminary nature of these findings, no definite conclusions can yet be drawn about this effect.

How effective were the learning activities and methods of presentation and how might they be improved?

The evaluation rating form which was completed after each unit was used to measure the effectiveness of the video tapes and the associated learning activities. Participants used a 1 to 7 Likert type scale where 1 = strongly agree and 7 = strongly disagree to rate several aspects of each session. The results were analyzed separately for AESP sites and Norton Teacher Corps since Norton did not view the program via satellite.

Videotaped Television Programs. The participants responded to the question of whether the videotapes associated with each unit provided them with useful information. Both AESP sites and Norton Teacher Corps agreed with this item. The ratings however, were significantly more positive for the AESP sites. These results are presented in Table 28.

Comments were generally positive, although several indicated the tapes were sometimes repetitious and went into too much detail:

- the videotape thoroughly covered the material
- very good
- I could apply the videotape in my classroom

TABLE 28

AVERAGE RATINGS OF VIDEOTAPES FOR EACH UNIT

Unit	AESP Sites*		Norton Teacher Corps	
	Mean	S.D.	Mean	S.D.
1	2.24	.61	2.38	.72
2	2.61	1.06	2.56	.98
3	2.52	1.83	2.66	1.10
4	2.08	.96	2.61	1.12
5	2.34	1.19	3.29	1.31
6	2.12	.97	2.64	1.22
7	2.26	1.09	2.71	.77
8	2.22	1.07	3.00	1.10
9	2.29	.85	2.92	1.06
10	2.40	1.19	2.90	1.03
11	2.12	.92	2.96	.96
12	2.27	1.41	3.19	1.08
Overall	2.27	1.14	2.83	1.06
	N = 38		N = 30	

*Includes all sites except Norton Teacher Corps and Tennessee Teacher Corps.

- useful ideas to implement career education
- enlightening
- we're getting too much in depth material for the time we have
- classroom examples were excellent
- too much repetition.

Ancillary Activities. The participants rated the ancillary activities on several criteria. The results of the ratings for AESP sites are presented in Table 29 and the results for the Norton Teacher Corps are presented in Table 30. Although, the ratings for Norton Teacher Corps were generally positive, the AESP sites ratings were significantly more positive. The Norton Teacher Corps ratings were lowest for the category "adequate time was allowed to complete the ancillary activities" suggesting that perhaps other activities such as setting up equipment took up class time.

In general the participants' comments regarding the ancillary activities were positive:

- these activities can be taken back to classrooms
- lengthy although useful
- will use some of these activities in classroom
- some directions were confusing

In addition Norton participants indicated that some activities were difficult to complete with so large a class.

Seminars. The Seminar Evaluation Form was used to measure students' perceptions of each seminar. These results are combined for the four sessions, and are presented in Table 31. The majority of the participants were satisfied with the seminar guests and the moderator. The overall rating of the seminars was between "very good" and "good" (average rating = 2.35), although only about one half of the students were completely satisfied with the answers they received and the seminar format. The most frequent suggestions for improvement were more direct answers to the questions and a short summary of prior course content preceding the seminar. The following comments elucidate the participants' reactions:

TABLE 29

AVERAGE RATINGS FOR ANCILLARY ACTIVITIES FOR EACH UNIT FOR AESP SITES

Unit	Instructions clear		Adequate time to complete		Practical and applicable to Classroom		Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	1.76	1.02	2.18	1.60	2.06	1.19	1.81	.98
2	2.46	1.46	3.15	2.16	2.37	1.25	2.12	1.22
3	2.19	.97	2.35	1.47	2.48	1.34	2.19	1.23
4	2.91	1.81	2.75	1.43	2.60	1.19	2.42	1.14
5	3.15	1.52	2.93	1.80	2.38	1.11	2.37	1.05
6	2.44	1.43	2.19	1.40	2.15	1.06	2.07	1.00
7	2.47	1.37	2.32	1.46	2.33	1.33	2.14	1.00
8	2.52	1.50	2.08	1.16	2.27	1.19	2.05	.99
9	2.35	1.37	2.09	1.03	2.20	1.00	2.05	.88
10	2.42	1.53	2.02	1.11	2.43	1.12	2.29	1.14
11	2.22	1.45	1.92	1.05	2.30	1.25	2.05	.97
12	2.34	1.57	2.09	1.11	2.32	1.17	2.02	1.00
Overall	2.47	1.48	2.33	1.45	2.32	1.18	2.14	1.05

- answers not detailed
- speakers were well informed and experienced in career education
- the panel should give more direct answers to questions
- panelists should spend more time on some questions.

TABLE 30

AVERAGE RATINGS FOR ANCILLARY ACTIVITIES FOR EACH UNIT FOR NORTON TEACHER CORPS

Unit	Instructions were clear		Adequate time to complete		Practical and applicable to Classroom		Overall	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	2.69	.79	3.38	1.41	2.94	1.20	2.73	1.10
2	2.81	.91	3.13	1.30	2.94	.85	2.81	.83
3	3.11	.96	3.25	1.14	2.97	.78	3.00	.85
4	2.93	1.23	3.37	1.39	3.03	1.21	2.97	1.25
5	3.20	1.08	4.00	1.58	3.07	1.16	3.31	1.14
6	3.00	.88	3.60	1.65	3.00	1.25	2.79	.97
7	3.06	.57	3.00	.63	3.39	.65	3.20	.78
8	3.10	1.22	3.72	1.13	3.37	.76	3.16	.90
9	3.29	.96	3.44	.92	3.19	1.08	3.18	.85
10	3.22	.90	3.36	1.14	3.43	.98	3.18	1.09
11	3.23	.81	3.90	.97	3.40	.82	3.20	.82
12	3.28	1.02	3.50	.60	3.30	1.06	3.27	1.08
Overall	3.09	.98	3.46	1.17	3.17	.99	3.08	.99

TABLE 31

SEMINAR EVALUATION FORM SUMMARIZED ACROSS ALL SEMINARS

Item #	Content	Frequency	Percentage
1.	Which one of the following would have made today's seminar more effective? (If the seminar participants were fine, mark option d)		
	a) the moderator answering the questions himself without guests	2	2%
	b) use more teachers as guests	25	15%
	c) use more professors or other experts as guests	14	8%
	d) the seminar participants were fine	125	75%
2.	Which one of the following seminar formats might help you think of more meaningful questions to ask?		
	a) have at the beginning of the seminar a 10 minute summary of course content covered since the last seminar	35	21%
	b) show at the beginning of the seminar a short film illustrating several new classroom demonstrations of material covered	22	13%
	c) Have the opportunity to use the whole seminar for question answering and discussion rather than spending part of the program for question stimulation	14	8%
	d) the seminar format was fine	93	56%
	e) other	3	2%
3.	The answers to the questions could have been more valuable if there had been:		
	a) less discussion of theoretical aspects of the question	3	2%
	b) more frequent use of specific classroom examples	18	11%
	c) more direct answers to the questions	57	33%
	d) less repetition in the guests answers	12	7%
	e) I was very satisfied with the answers I heard	81	47%
4.	The pace of the seminar should be:		
	a) much slower	3	2%
	b) somewhat slower	4	2%
	c) the pace was satisfactory	126	75%
	d) somewhat faster	28	17%
	e) much faster	4	2%

TABLE 31 -- CONTINUED

Item #	Content	Frequency	Percentage
5.	The seminar moderator could have been more effective if he/she had:		
	a) kept the guests on topic better	11	7%
	b) provided summary statements occasionally	11	7%
	c) kept the seminar moving at a faster pace so more questions could be answered	15	9%
	d) asked guests to give more detailed answers	19	12%
	e) the moderator was acceptable as is	102	65%
6.	React to the following statement: The seminars gave me an opportunity to have real input.		
	a) strongly agree	31	19%
	b) moderately agree	86	51%
	c) neutral	31	19%
	d) moderately disagree	7	4%
	e) strongly disagree	12	7%
7.	React to the following statement: The interactions in the seminar were of personal relevance to me.		
	a) strongly agree	27	16%
	b) moderately agree	93	56%
	c) neutral	39	23%
	d) moderately disagree	4	2%
	e) strongly disagree	4	2%
8.	What is your overall evaluation of today's seminar:		
	a) excellent	28	17%
	b) very good	68	41%
	c) good	56	34%
	d) fair	14	8%
	e) poor	1	1%

How reliable was the equipment used during the course?

As with the earlier delivery, the videotaped programs and seminars were broadcast via the ATS-6 system and seminar questions were transmitted via teletype or telephone. The site monitors completed the Equipment Report and Student Satisfaction Form after each session. The technical functioning of the equipment was determined by summarizing the ratings of the audio and video signals for all sites across all sessions. The audio signal functioned with a reliability of 93% with a mean rating of 2.91 which indicates little or no noise. The video portion functioned with an overall reliability of 88% with an average rating of 4.81 which means no or barely perceptible distortion.

What was the overall evaluation of the course?

The Summary Evaluation Form and portions of the Equipment Report and Student Satisfaction Form were used to evaluate participants' overall satisfaction with the course. Six aspects of the course were rated according to the quality of useful information received as compared with a traditional instructor-taught course. The frequency of ratings for each item are presented in Table 32. The site monitors received the highest rating of all the course components evaluated. They were rated between "good" and "outstanding." The following comments suggest some reasons why the monitors were rated highly:

- site monitor did an excellent job in keeping things moving along smoothly
- site monitor was effective in question stimulation from our group
- this type of course offered could develop into an impersonal type of learning situation, but with an interested site monitor this did not occur.

TABLE 32

PARTICIPANTS' RATINGS OF COURSE COMPONENTS AS COMPARED TO TRADITIONAL INSTRUCTOR-TAUGHT COURSES

Item #	Content	Frequency	Percentage
1.	Pre-program preparation:		
	a) outstanding	6	16%
	b) good	25	66%
	c) average	7	18%
	d) poor	0	0
	e) unacceptable	0	0
	Mean = 2.03		
2.	Televised, interactive seminars:		
	a) outstanding	12	31%
	b) good	16	41%
	c) average	9	23%
	d) poor	2	5%
	e) unacceptable	0	0
	Mean = 2.03		
3.	Ancillary activities:		
	a) outstanding	8	21%
	b) good	18	47%
	c) average	11	29%
	d) poor	1	3%
	e) unacceptable	0	0
	Mean = 2.13		
4.	Videotaped TV programs:		
	a) outstanding	10	27%
	b) good	21	57%
	c) average	5	14%
	d) poor	1	3%
	e) unacceptable	0	0
	Mean = 1.92		

TABLE 32 -- CONTINUED

Item #		Frequency	Percentage
5.	Follow-up activities:		
	a) outstanding	6	16%
	b) good	16	42%
	c) average	16	42%
	d) poor	0	0
	e) unacceptable	0	0
	Mean = 2.26		
6.	Site monitor:		
	a) outstanding	27	71%
	b) good	7	18%
	c) average	4	11%
	d) poor	0	0
	e) unacceptable	0	0
	Mean = 1.40		
7.	Specific comments:		
	a) yes	4	11%
	b) no	33	89%

All the other aspects measured were rated "good." Representative comments may indicate reasons why other aspects, although rated as above average, were not rated higher:

- ancillary activities were redundant
- television programs were at times too repetitious of the same material talked about previously.

Participants also reacted to several other statements intended to evaluate their overall reactions to the course. Table 33 presents these ratings. The majority of the participants agreed that the course was not impersonal. Most indicated they received many ideas for practical application in their classrooms and that they planned to use the information they received in their own teaching.

TABLE 33

OVERALL COURSE RATINGS BY PARTICIPANTS

Item #		Frequency	Percentage
1.	I did not feel the technology used in course delivery made it impersonal:		
	a) strongly agree	14	36%
	b) moderately agree	19	49%
	c) neutral	3	8%
	d) moderately disagree	1	2%
	e) strongly disagree	2	5%
	Mean = 1.92		
2.	It would have been very difficult to get the information provided in any other way:		
	a) strongly agree	17	45%
	b) moderately agree	14	37%
	c) neutral	5	13%
	d) moderately disagree	2	5%
	e) strongly disagree	0	0
	Mean = 1.79		
3.	The textbook for this course was an interesting and informative supplement to the videotaped programs and ancillary activities:		
	a) strongly agree	14	37%
	b) moderately agree	13	34%
	c) neutral	5	13%
	d) moderately disagree	6	16%
	e) strongly disagree	0	0
	Mean = 2.08		
4.	The course presented many interesting ideas for practical application in the classrooms:		
	a) strongly agree	26	68%
	b) moderately agree	10	26%
	c) neutral	1	3%
	d) moderately disagree	1	3%
	e) strongly disagree	0	0
	Mean = 1.40		

TABLE 33 -- CONTINUED

Item #		Frequency	Percentage
5.	What effect do you think information contained in this course will have on your teaching?		
	a) has very little or no relevance	1	3%
	b) would like to use but probably won't be able to	3	8%
	c) would like to use but don't understand enough	1	3%
	d) plan to use	33	87%
	e) already know or am using	0	0
6.	The guidelines I followed in completing the ancillary materials were:		
	a) clear and easy-to-follow	14	37%
	b) generally understandable	15	39%
	c) somewhat confusing	5	13%
	d) very difficult to follow	4	11%
7.	Would you be interested in participating in programs of this type in the future?		
	a) yes	33	87%
	b) no	5	13%
8.	Primary reason for enrollment in this course:		
	a) need 3-hours credit	14	35%
	b) interested in career education	24	60%
	c) career education mandate	1	3%
	d) other	1	3%
9.	Which course format do you prefer?		
	a) 3-credit hour course	31	79%
	b) short course with 1-hour credit	1	3%
	c) one-day in-service workshop	6	15%
	e) other	1	3%
10.	Do you prefer to meet:		
	a) once a week for 4 months	17	47%
	b) twice a week for 2 months	17	47%
	c) more than twice a week	1	3%
	d) other	1	3%

Participants responded to several items designed to determine their interest in future programs. The majority said they would be interested in participating in future 3-credit hour courses and indicated that they had enrolled in this course primarily because they were interested in career education. Areas of interest for future programs frequently mentioned were special education, health education, adult education, and classroom management.

Using a 1 to 5 Likert type scale where 5 = excellent and 1 = poor, the site monitors rated student satisfaction with the taped programs, the live seminars, and the ancillary activities following each class session. The taped programs and the live seminars both received average ratings of "very good" overall. The mean rating for the taped programs was 4.09 and for the seminars 4.08. The ancillary activities were rated between "good" and "very good" with a mean rating of 3.61.

How does this course compare with the previous course?

The students participating in the earlier course delivery showed a pre- to posttest gain in cognitive achievement as did the students enrolled in the Summer 1977 course. During the previous course, the percent of items answered correctly increased from 68% to 80% from pre- to posttest which was a 12% gain. During the 1977 course the percent of items answered correctly increased by 18% from 53% to 76% from pre- to posttesting.

As in the earlier course delivery, pre- to posttest attitude scores increased. The increase shown during the earlier delivery, however, was significant. In both groups pretest attitude scores were rather high and the pretest score for the 1977 participants was even higher. This could account for the lack of a signficiant difference from pre- to posttest for the Summer 1977 group.

Although several aspects of the course were generally rated between good and very good for the earlier delivery, they were rated somewhat higher overall for the Summer 1977 course delivery. This suggests that revisions made in the course content and materials were appropriate and well received.

Conclusions

The CEE course was offered for the second time during Summer, 1977. One hundred and nine students at nine AESP sites and two Teacher Corps locations participated in the course.

Cognitive achievement increased significantly during the course. Attitudes, for the AESP participants, which were generally positive initially, did not change signficantly. However, the attitudes of the Norton Teacher Corps participants did increase significantly during the course.

The videotapes received significantly higher ratings at the AESP sites where programs were transmitted via satellite than at the Norton Teacher Corps site. Ratings by all participants however were above average. Likewise, the ancillary activities received higher ratings at the AESP sites. The seminars received above average ratings. The major criticism of the seminars was that the participants felt that their questions were not answered in enough detail or directly enough.

Site monitors received the highest ratings compared to other components of the course, although all components were rated as good. The ratings overall were somewhat higher than for the course offered previously.

In summary this delivery received slightly higher overall ratings than the earlier delivery indicating that modifications in course content and activities were appropriate.

SUMMARY AND CONCLUSIONS

The results of the summative evaluation of two courses delivered by AESP during the Spring and Summer of 1977 have been presented in this report. This information can be used to validate the effectiveness of the courses as well as to make revisions where indicated.

The subjects of this report consisted of 236 persons who completed one of two courses, Diagnostic and Prescriptive Reading Instruction and Career Education for Elementary Teachers. Results included information on cognitive and attitudinal achievement as well as participants' reactions to the various learning activities and methods of presentation used during the course. In addition, data on the reliability of the technical equipment used was analyzed and the results of the most current course delivery were compared to earlier deliveries.

Overall, the ratings of all aspects of both courses were above average. CEE received slightly higher ratings than previously suggesting that changes that had been made were effective. DPRI ratings were slightly lower than earlier deliveries and this was related to technical difficulties in the broadcasts. Participants' attitudes toward course concepts were positive at the beginning of both courses. Even so attitudes improved, though not significantly so. Cognitive achievement increased significantly from pre- to posttest administration for both courses.

Site monitors received the highest ratings of all components for both courses which indicates that the monitor makes an important contribution to the effectiveness of the course. The most frequent suggestion for

improvement in both courses was that information given be more specific and that more concrete examples that could be applied to the classroom be used.

In summary, both the DPRI and CEE courses broadcast during 1977 were effective in achieving their cognitive objectives. Although attitudes did not become significantly more positive, the relatively positive attitudes displayed initially would make it difficult to achieve a significant increase. The various components of the courses including videotaped televised programs, seminars, and ancillary learning activities all received above average ratings. These results are similar to those obtained following earlier deliveries of the DPRI and CEE courses and thus serve to validate results obtained previously.

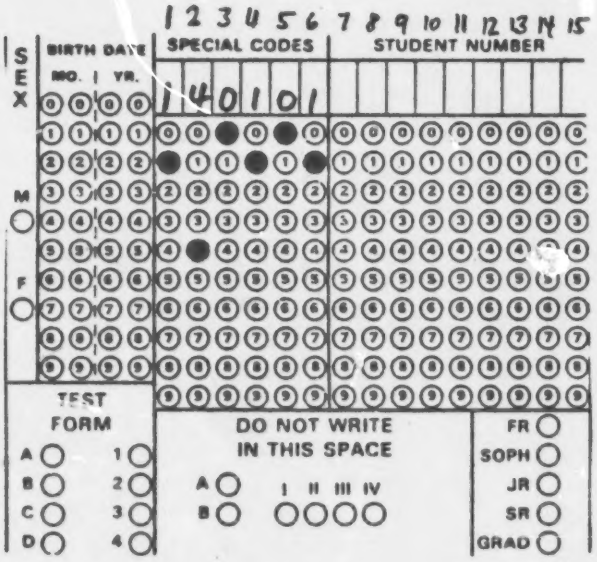
APPENDIX 1

Appalachian Education Satellite Program
Resource Coordinating Center
Evaluation Component
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

COMBINED ATTITUDE AND BACKGROUND QUESTIONNAIRE FOR DPRI #14

This questionnaire is divided into 2 parts. The first part is concerned with your attitudes towards reading, and the second part asks for some background information. Please answer as truthfully as possible. Your answers do not affect your grade in the course, but also help us to assess the effectiveness of the course and suggest improvements.

Be sure you have an Op-Scan form titled "General Purpose Answer Sheet." Write your name on the upper left hand corner on the back of the form. Fill out the Special Codes and Student Number boxes as follows:



in columns 1 - 6 fill in 140101

in columns 7 - 10 fill in your four-digit student number

in column 11 fill in the option you have signed up for, i.e.

1 for K-3
2 for 4-6
3 for K-6

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

For each statement in the first part mark:

5 - If you strongly agree with the statement
4 - If you moderately agree
3 - If you feel neutral
2 - If you moderately disagree
1 - If you strongly disagree.

The second part of the questionnaire asks for background information. The information obtained is potentially very helpful in conducting the course and in evaluating its usefulness. Please answer all questions on the form unless a question does not apply or if you cannot remember the information asked for. This information is kept confidential.

1. One responsibility of the primary reading teacher is to expose students to different kinds of experiences.
2. Reading should be integrated with all other classroom activities.
3. Contingency contracting is a method that lets children "goof off" and not make good use of their time in school.
4. There's nothing a teacher can do to develop reading readiness in students.
5. Information systems linking diagnosis and instruction are effective ways to plan instructional activities.
6. Students in your class should all read the same thing, so no one feels bad.
7. Teachers only need to diagnose student needs in the fall of the year.
8. Informal tests are better than standardized tests for placing students at appropriate levels.
9. Prescriptive instruction is the best way to teach reading.
10. A child should read all the way through every book she takes out of the library.
11. Kindergarten teachers do not have to worry about teaching students to understand stories.
12. If a class is large, there's no way to work with individuals.
13. A third-grade teacher only needs third-grade instructional materials.
14. Knowing how to understand a graph or table is an aspect of social studies and <u>not</u> an aspect of reading instruction.
15. A student is a good reader if he can read every word correctly.
16. Not using every page in the workbook is wasteful.
17. Scores on standardized tests provide adequate information for instruction.
18. If a child is not interested in reading, there is little a teacher can do to generate enthusiasm.
19. Time spent diagnosing could be better spent instructing.
20. If you don't have enough books for all your students, you cannot effectively use a set of materials.
21. There is so much material to cover in school that taking time to let children do "free reading" is not productive.

22. Sex

1. Male
2. Female

23. Description of community in which you teach (or work in some other area in education)

1. Rural
2. Suburban
3. Urban

24. Age in years as of last birthday

1. 21-30
2. 31-40
3. 41-50
4. 51-60
5. 61 or over

25. Score on GRE Verbal (leave blank if you have not taken it or do not remember score)

1. 400 or below
2. 401-450
3. 451-500
4. 501-550
5. 551 or above

26. Score on GRE Quantitative (leave blank if you have not taken it or do not remember score)

1. 400 or below
2. 401-450
3. 451-500
4. 501-550
5. 551 or above

27. Position during 1976-1977 academic year

1. Classroom teacher
2. Reading specialist
3. Special education teacher
4. School administrative position
5. Other

28. Choose the grade range that closely approximates the grades you work with

1. Elementary - all grades
2. K
3. 1-3
4. 4-6
5. 7-12

29. Work experience in teaching

1. 1 year or less
2. 2-4 years
3. 5-8 years
4. 9-15 years
5. 16 years or more

30. Experience as a Reading Specialist

1. none
2. 1 year or less
3. 2-3 years
4. 4-5 years
5. 6 years or more

31. Are you taking this course for credit?

1. Yes
2. No

32. If you have registered for credit where would you like to obtain credit? (leave blank if not registered for credit)

1. University of Kentucky
2. Other College or University

33. Last degree completed

1. High School Diploma
2. Baccalaureate
3. Master's
4. Specialist
5. Doctorate

34. Number of undergraduate reading courses the major emphasis of which was reading instruction

1. none
2. 1
3. 2
4. 3
5. 4 or more

35. Number of graduate reading courses the major emphasis of which was reading instruction

1. none
2. 1
3. 2
4. 3
5. 4 or more

36. If you are currently enrolled in a college program which of the following best describes your purpose?

1. Baccalaureate degree
2. Master's degree or Doctorate
3. Enrolled in courses to maintain teaching certificate
4. Other
5. Not enrolled

Appalachian Education Satellite Program
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

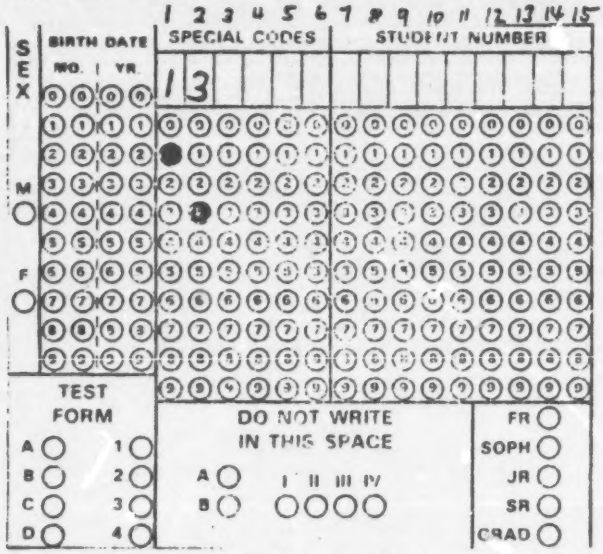
INSTRUCTIONAL ACTIVITIES RATING FORM (IAR) #13

This questionnaire is composed of four parts. Part I rates the taped TV programs, Part II rates the TV seminars, Part III rates the ancillary activities, and Part IV asks for an overall rating of the amount of useful information you received from each type of instructional medium. An additional blank piece of paper is provided for any comments, criticism, or suggestions you may have for course revision.

Parts I, II, and III of this questionnaire deal with your reactions to today's instructional activities. Only fill out the parts that correspond to today's activities, e.g. if you saw a TV seminar and did the ancillary activities, you would complete Parts II, III, and IV.

Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

Mark your answers on the OPSCAN sheet provided. Turn your OPSCAN sheet so that the special codes and student number boxes are on your lower left. Fill out the special codes and student number boxes as indicated below:



in columns 1-2 fill in 13

*in columns 3-4 fill in the identification number for your course

*in columns 5-6 fill in the class session number

in columns 7-10 fill in <u>your</u> four-digit student number

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. Be sure your mark fills the entire block of the response you wish to make. Your mark should be heavy, black and stay within the lines so that the machine can read your replies. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Turn the sheet so that the words "General Purpose Answer Sheet" are on your upper left. Begin answering at the appropriate part for today's activities. Be careful that the item number on the questionnaire corresponds to the number on the OPSCAN sheet that you are marking.

<u>If any of the questions are not applicable, please leave those items blank!</u>

*The site coordinator will provide you with these numbers.

PART I: Videotaped TV Program

In questions 1-5, rate these components of the TV program for their value in he ing you understand the overall content of the program using the following scale

1 = excellent
2 = very good
3 = good
4 = fair
5 = poor

1. The presenter's discussion of material was:

2. The classroom scene with the presenter describing activities was:

3. The presenter's explanation of the graphic materials, e.g. charts, diagrams, etc. was:

4. The scenes of a teacher working with students were:

5. The interviews of experts or practitioners were:

Rate the aspects of the program listed in questions 6-8 for the amount of time you feel should have been spent on these subjects using the following scale:

1 = much more time
2 = somewhat more time
3 = coverage was adequate
4 = somewhat less time
5 = much less time

6. Discussion of the theoretical aspects of each topic

7. Discussion of procedures for using the materials

8. Examples of the actual application of the techniques in the classroom

9. The program might have been more effective if they had covered: (If the program coverage was adequate, mark option five).

1) less material but in greater depth
2) less material
3) more material in less depth
4) more material relevant to the central issues of the topic
5) program coverage was adequate

10. Which of the following might have made the presenter more acceptable? (If the presenter was acceptable, mark option four.)

1) if he/she spoke more clearly
2) if he/she appeared more knowledgable about the subject area
3) if he/she spoke in a more natural manner
4) he/she was quite acceptable

11. The program might have been easier to follow with:

    1) more explicit transitions between ideas
    2) more careful organization of content
    3) greater amplification of main points
    4) more summary statements

12. What effect do you think the information contained in the program will have on your teaching?

    1) has little or no relevance for me in my teaching situation
    2) would like to use but probably won't be able to
    3) would like to use but don't understand enough
    4) plan to use
    5) already know or am using

13. Graphic materials (e.g., charts, books and other written materials) could have been used in the program:

    1) much more frequently
    2) more frequently
    3) use was satisfactory
    4) less frequently
    5) much less frequently

14. Graphic materials needed to be held on the screen:

    1) much longer
    2) somewhat longer
    3) time was adequate
    4) somewhat shorter
    5) much shorter

15. The pace of the program should be:

    1) much slower
    2) somewhat slower
    3) pace was satisfactory
    4) somewhat faster
    5) much faster

16. In general, the clarity of the picture on the TV set was:

    1) excellent
    2) very good
    3) good
    4) fair
    5) poor

17. In general, the quality of the sound from the TV set was:

    1) excellent
    2) very good
    3) good
    4) fair
    5) poor

18. There were annoying distractions in the room while viewing TV:

1) very often
2) often
3) occasionally
4) rarely
5) never

19. What is your overall evaluation of the TV program:

1) excellent
2) very good
3) good
4) fair
5) poor

20. Do you have specific comments or suggestions regarding the TV program?

1) yes
2) no

If your answer is yes, write your comments on the blank paper provided.

PART II: Seminar

21. Which one of the following formats would you select to make the seminar format more effective?

1) a one-hour televised seminar with a 15 minute intermission so that questions can be generated and transmitted
2) a two-hour seminar with several 15 minute intermissions for question generation and transmission
3) a one-hour televised seminar with the opportunity for question generation during the program and 15 minutes prior to the program
4) a one-hour televised seminar with direct voice line hook-up between individual sites and TV studio
5) other (please specify by writing on the blank paper provided)

22. Which one of the following would have made today's seminar more effective? (If the seminar participants were fine, mark option four)

1) the moderator answering the questions himself without guests
2) use more teachers as guests
3) use more professors or other experts as guests
4) the seminar participants were fine

23. Which one of the following seminar formats might help you think of more meaningful questions to ask?

1) have at the beginning of the seminar a 10 minute summary of course content covered since the last seminar

2) show a 10 minute film with short segments from previous programs at the beginning of the seminar
3) show at the beginning of the seminar a short film illustrating several new classroom demonstrations of material covered
4) have the opportunity to use the whole seminar for question answering and discussion rather than spending part of the program for question stimulation
5) other (please specify by writing on the blank paper provided)

24. The answers to the questions could have been more valuable if there had been:

1) less discussion of theoretical aspects of the question
2) more frequent use of specific classroom examples
3) more direct answers to the questions
4) less repetition in the guests answers
5) I was very satisfied with the answers I heard

25. The seminar moderator could have been more effective if he had:

1) kept the guests on the topic better
2) provided summary statements occasionally
3) allowed each guest equal time to respond to questions
4) kept the seminar moving at a faster pace so more questions could be answered

26. The film segments used during the interactive seminar as sources of stimulation for the seminar discussions were:

1) extremely useful
2) very useful
3) somewhat useful
4) completely useless
5) not applicable

27. If there was not time to answer your questions on the seminar do you feel that the answer you will receive via teletype or VHF will be useful?

1) yes
2) no

28. Do you feel that answering questions via teletype or VHF is a service that needs to be continued?

1) yes
2) no

29. What is your overall evaluation of today's seminar?

1) excellent
2) very good
3) good
4) fair
5) poor

30. Do you have specific comments or suggestions about the seminar?

1) yes
2) no

If your answer was yes, write your comments on the blank paper provided.

PART III: Ancillary Activities

31. How often did you use materials from the reference shelf during lab?

1) very often
2) often
3) occasionally
4) rarely
5) never

32. How much time did you usually spend working on the ancillary activities during class?

1) 30 minutes or less
2) 45 minutes
3) 60 minutes
4) 90 minutes
5) two hours or more

33. The ancillary activities should have covered:

1) much more material
2) somewhat more material
3) material covered was adequate
4) somewhat less material
5) much less material

Rate questions 34-41 according to the following scale:

1) strongly agree
2) moderately agree
3) no opinion or neutral
4) moderately disagree
5) strongly diasgree

34. Instructions for the ancillary activities were clear.

35. Ancillary activities were relevant to the TV program.

36. Time allowed for completion of ancillary activities was adequate.

37. Ancillary activities were practical and applicable to the classroom.

38. Too much reading material was assigned for class preparation.

39. Preparatory readings should have been more relevant to the ancillary activities.

40. The materials on the reference shelf were not relevant to the ancillary activities.

41. The assigned homework was quite useful.

42. What is your overall evaluation of today's ancillary activities?

    1) excellent
    2) very good
    3) good
    4) fair
    5) poor

43. Did you feel there were any activities that were especially innovative or creative in today's session?

    1) yes
    2) no

    If yes, please identify those activities on the blank paper provided.

44. Do you have specific comments or suggestions about the class session?

    1) yes
    2) no

    If your answer was yes, write your comments on the blank paper provided.

Part IV: Feedback Questionnaire

Rate the following nine instructional activities according to the quantity of useful information you received from each as compared with a traditional instructor-taught course.

1 = outstanding - received a lot more from the activity than you usually obtain from similar activities in a teacher preparation course
2 = good - received a little more from the activity
3 = average - received about the same amount from the activity
4 = poor - received somewhat less
5 = unacceptable - received a lot less information from the activity

45. Pre-program preparation compared to work usually assigned in other classes prior to covering material in class.

46. Televised, Interactive Seminars compared to other seminars and class discussions.

48. Ancillary activities compared to class activities associated with other courses.

49. The videotaped TV programs compared to lectures usually associated with other courses.

50. Follow-up activities and homework assignments compared to similar activities in other courses.

51. On-site reference materials compared to materials placed on reserve by other instructors.

52. The site monitor as an effective course leader.

53. Do you have any specific comments or suggestions concerning these comparison?

    1) yes
    2) no

    If your answer was yes, write your comments on the blank paper provided.

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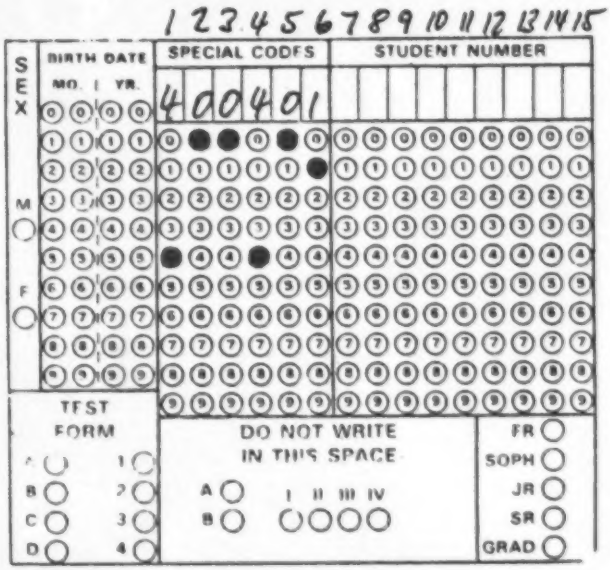
APPENDIX 2

Appalachian Education Satellite Project
Resource Coordinating Center
Evaluation Component
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

COMBINED ATTITUDE AND BACKGROUND QUESTIONNAIRE FOR CEE #40

This questionnaire is divided into 2 parts. The first part is concerned with your attitude toward Career Education and the second part asks for some background information. Please answer as truthfully as possible. Your answers do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

Be sure you have an Op-Scan form titled "General Purpose Answer Sheet." Write your name on the upper left hand corner on the back of the form. Fill out the Special Codes and Student Number boxes as follows:



in columns 1-6 fill in 400401

in columns 7-10 fill in <u>your</u> four-digit student number

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. If you change your mind or make a mistake, be sure that you erase completely Do not make any other marks on the answer sheet.

For each statement in the first part mark:

5 - if you strongly agree with the statement
4 - if you moderately agree
3 - if you feel neutral
2 - if you moderately disagree
1 - if you strongly disagree

The second part of the questionnaire asks for background information. The informati obtained is potentially very helpful in conducting the course and in evaluating its usefulness. Please answer all questions on the form unless a question does not appl or if you cannot remember the information asked for. This information is kept confidential.

1. The school program should include career development.
2. Career education should be a continuous, life-long process.
3. Information about careers should be integrated with school curriculum.
4. The community is an excellent resource to use in a career education program.
5. I am willing to take the time to find community resources for a career education program.
6. Teaching plans should be organized around what people do in their occupations.
7. I consider what people do in their occupations when I organize my teaching plans.
8. A commitment from the school administration is necessary for a successful career education program.
9. Schools have the responsibility to help students develop career objectives.
10. Students should have experience in the world of work before leaving school.
11. The school curriculum should be related to the career goals of the student.
12. Parents should be aware of career education experiences occurring in the school system
13. Helping children develop occupational awareness should be emphasized from kindergarten through grade six.
14. Children in elementary school are too young to start thinking about career possibilities.
15. The classroom teacher should be responsible for career education.
16. Career education is just another fad that will soon be forgotten.
17. Career education will help students make realistic career choices.
18. Students should be permitted to miss regular classes in order to go on field trips.
19. It is important for children to be taught a work ethic.
20. I feel that career education should be included in the curriculum experiences of each child.
21. A commitment from the classroom teacher is needed for a successful career education program.
22. Subject matter lesson plans should include career information.
23. An elementary teacher should know the community employment needs.
24. Enough emphasis is already placed on career education in the schools.
25. Career education in the elementary school is futile since a person will change his mind several times before picking a lifetime career.

26. Sex

1. Male
2. Female

27. Description of community in which you teach (or work in some other area in educati

1. Rural
2. Suburban
3. Urban

28. Age in years as of last birthday

1. 21 - 30
2. 31 - 40
3. 41 - 50
4. 51 - 60
5. 61 or over

29. Position during 1976-77 academic year

1. Classroom teacher
2. School Counselor
3. Special education teacher
4. School administrative position
5. Other

30. Choose the grade range that closely approximates the grades you work with

1. Elementary - all grades
2. K
3. 1 - 3
4. 4 - 6
5. 7 - 12

31. Work experience in teaching

1. 1 year or less
2. 2 - 4 years
3. 5 - 8 years
4. 9 - 15 years
5. 16 years or more

32. What was your undergraduate grade-point average? (convert to four-point scale where A = 4)

1. less than 2.50
2. 2.51 - 2.75
3. 2.76 - 3.25
4. 3.26 - 3.50
5. 3.51 - 4.00

33. What was your graduate grade-point average? (convert for four-point scale where A = 4)

1. less than 2.50
2. 2.51 - 2.75
3. 2.76 - 3.25
4. 3.26 - 3.50
5. 3.51 - 4.00

34. Last degree completed

1. High School Diploma
2. Baccalaureate
3. Master's
4. Specialist
5. Doctorate

Career Education in the Elementary School

Please circle the appropriate response and write your comments in the space provided.

1. The videotape associated with this unit provided useful information.

   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

   Comments:

2. The instructions for the ancillary activities were clear.

   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

   Comments:

3. Adequate time was allowed to complete the ancillary activities.

   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

   Comments: (How much time did you spend doing the activities? How much time did you need to complete the activities?)

4. The ancillary activities were practical and applicable to the classroom.

   Strongly agree 1 2 3 4 5 6 7 Strongly disagree

   Comments: (What are the strengths and weaknesses of the ancillary activities?)

5. Overall, today's activities were

   Very good 1 2 3 4 5 6 7 Very bad

   Comments:

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Appalachian Education Satellite Program
Resource Coordinating Center
Evaluation Component
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

SUMMATIVE REPORT FORM (SRF) #08

Name: _____ Course: _____

Agency: _____ Site(s): _____

Instructions

Rate the overall quality of the following activities, in each of the four categories. Complete one SRF for each course you consulted for or monitored. Using the following 5-point scale:

1 - generally excellent in that category
2 - excellent at times
3 - acceptable
4 - weak at times
5 - generally unacceptable

Place a number in each box.

		Overall Rating	Content	Quality of Pre-sentation	Student Reaction	Relation to other Unit Activities
1.	Televised Lecture					

Comment on your ratings and suggest improvements in the materials and procedures.

_____

_____

_____

_____

		Overall Rating	Content	Quality of Pre-sentation	Student Reaction	Relation to other Unit Activities
2.	4-Channel Audio Review					

Comment on your ratings and suggest improvements in the materials and procedures.

_____

_____

_____

_____

		Overall Rating	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
3.	Televised Seminars					

Comment on your ratings and suggest improvements in the materials and procedures

		Overall Rating	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
4.	Ancillary Activities					

Comment on your ratings and suggest improvements in the materials and procedure

Please circle the appropriate response:

	Strongly agree				Strongly disagree
1. The equipment is easy to use	1	2	3	4	5
2. I liked operating the equipment	1	2	3	4	5
3. The equipment check is easy to do	1	2	3	4	5
4. The Equipment Report and Student Satisfaction instrument is easy to use	1	2	3	4	5
5. Equipment repair service was satisfactory					
VHF	1	2	3	4	5
ATS-6 reception system	1	2	3	4	5
Teletype system	1	2	3	4	5
Telecopier	1	2	3	4	5

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Appalachian Education Satellite Project
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40508

SEMINAR EVALUATION #45

The following questions are designed to assess your reactions to today's seminar. Your responses do not affect your grade in the course but they do assist us in improving future seminar deliveries. Please circle the response that most closely represents your reaction to today's seminar.

1. Which one of the following would have made today's seminar more effective? (If the seminar participants were fine, mark option four)

   1) the moderator answering the questions himself without guests
   2) use more teachers as guests
   3) use more professors or other experts as guests
   4) the seminar participants were fine

2. Which one of the following seminar formats might help you think of more meaningful questions to ask?

   1) have at the beginning of the seminar a 10 minute summary of course content covered since the last seminar
   2) show at the beginning of the seminar a short film illustrating several new classroom demonstrations of material covered
   3) have the opportunity to use the whole seminar for question answering and discussion rather than spending part of the program for question stimulation
   4) the seminar format was fine
   5) other (please specify by writing on the back of this page)

3. The answers to the questions could have been more valuable if there had been:

   1) less discussion of theoretical aspects of the question
   2) more frequent use of specific classroom examples
   3) more direct answers to the questions
   4) less repetition in the guests answers
   5) I was very satisfied with the answers I heard

4. The pace of the seminar should be:

   1) much slower
   2) somewhat slower
   3) the pace was satisfactory
   4) somewhat faster
   5) much faster

5. The seminar moderator could have been more effective if he/she had:

   1) kept the guests on topic better
   2) provided summary statements occasionally
   3) kept the seminar moving at a faster pace so more questions could be answered
   4) asked guests to give more detailed answers
   5) the moderator was acceptable as is

6. React to the following statement: The seminars gave me an opportunity to have real input.

   1) strongly agree
   2) moderately agree
   3) neutral
   4) moderately disagree
   5) strongly disagree

7. React to the following statement: The interactions in the seminar were of personal relevance to me.

   1) strongly agree
   2) moderately agree
   3) neutral
   4) moderately disagree
   5) strongly disagree

8. What is your overall evaluation of today's seminar?

   1) excellent
   2) very good
   3) good
   4) fair
   5) poor

If you have other comments on the seminar, please write your comments on the back of this page. Please be as specific as possible about the strengths and weaknesses about the seminar.

DM/mt/6/7/77

Appalachian Education Satellite Programs
Resource Coordinating Center
Evaluation Component
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

EQUIPMENT REPORT AND STUDENT SATISFACTION FORM (ERSS) #09

Program # _____ Site # _____ Date _____

Local Time: starting _____ ending _____

If you have had any equipment problems during this program, please describe the problem as specifically as possible and note any action taken.

If the problem involves any of the following pieces of equipment please complete the Equipment Trouble Log: television set, video tape recorder, teletype, DAA interface, telephone line, or cable system.

Did the above-mentioned problem result in an impairment of service during the program? Yes ___ No ___ . If yes, please explain:

The following items refer to the above program number (complete all that apply)

HP Receiver signal strength _____ Azimuth reading _____

Elevation reading _____

Please circle the appropriate response using the criteria outlined in the Site Coordinator's Manual: Remember to use the correct sequence in colums one and two as described in the manual.

Audio Signal		4-Channel Audio Signal						Video Signal	
TV Audio		Channel 1		Channel 2		Channel 3		Channel 4		TV Video	
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
___ go		___ go		___ go		___ go		___ go		4	4
___ no go		___ no go		___ no go		___ no go		___ no go		5	5
										___ go	
										___ no go	

ATS-6 System
___ operative
___ inoperative

Audio Signal

VHF	
1	1
2	2
3	3

___ go
___ no go

Temperature _____

Weather	Clouds	Wind	Snow	Ice
Little/none	___	___	___	___
Moderate	___	___	___	___
Heavy	___	___	___	___

Miscellaneous Problems (Check all that apply)

___ There was a delay in program broadcast
___ Low attendance. State probable reason _____
___ Cancellation or postponement of class. State probable reason _____
_____
___ Missing ancillary materials
___ Missing evaluation materials

Student Satisfaction:

Taped Program	Live Seminar	Ancillary Activities
___ excellent	___ excellent	___ excellent
___ very good	___ very good	___ very good
___ good	___ good	___ good
___ fair	___ fair	___ fair
___ poor	___ poor	___ poor

For Seminar Days only

1. How many questions were sent in from your site? _____
2. Did you transmit questions individually as they were generated ___ or in groups ___? (Check appropriate category) If questions were grouped, what was the usual number of questions in a group? _____

For Ancillary Sites:

3. How many times were you interrupted by a busy signal when attempting to transmit questions to the main site? _____
4. How long did it take to transmit the questions to the main site? _____

In the space below and on the back write the reactions and suggestions made by the students about today's activities. Include any suggestions, special problems, or requests that you might have. Also, write student numbers of absent students on back.

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Appalachian Education Satellite Programs
Resource Coordinating Center
Evaluation Component
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

EQUIPMENT REPORT AND STUDENT SATISFACTION FORM (ERSS) #09

Program # _____ Site # _____ Date _____

Local Time: starting _____ ending _____

If you have had any equipment problems during this program, please describe the problem as specifically as possible and note any action taken.

If the problem involves any of the following pieces of equipment please complete the Equipment Trouble Log: television set, video tape recorder, teletype, DAA interface, telephone line, or cable system.

Did the above-mentioned problem result in an impairment of service during the program? Yes ___ No ___ . If yes, please explain:

The following items refer to the above program number (complete all that apply)

HP Receiver signal strength _____ Azimuth reading _____

Elevation reading _____

Please circle the appropriate response using the criteria outlined in the Site Coordinator's Manual: Remember to use the correct sequence in colums one and two as described in the manual.

Audio Signal		4-Channel Audio Signal								Video Signal	
TV Audio		Channel 1		Channel 2		Channel 3		Channel 4		TV Video	
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
___ go		___ go		___ go		___ go		___ go		4	4
___ no go		___ no go		___ no go		___ no go		___ no go		5	5
										___ go	
										___ no go	

ATS-6 System
___ operative
___ inoperative

Audio Signal

VHF	
1	1
2	2
3	3

___ go
___ no go

Temperature _____

Weather	Clouds	Wind	Snow	Ice
Little/none	___	___	___	___
Moderate	___	___	___	___
Heavy	___	___	___	___

Miscellaneous Problems (Check all that apply)

___ There was a delay in program broadcast
___ Low attendance. State probable reason _____
___ Cancellation or postponement of class. State probable reason _____
_____
___ Missing ancillary materials
___ Missing evaluation materials

Student Satisfaction:

Taped Program	Live Seminar	Ancillary Activities
___ excellent	___ excellent	___ excellent
___ very good	___ very good	___ very good
___ good	___ good	___ good
___ fair	___ fair	___ fair
___ poor	___ poor	___ poor

For Seminar Days only

1. How many questions were sent in from your site? _____
2. Did you transmit questions individually as they were generated ___ or in groups ___? (Check appropriate category) If questions were grouped, what was the usual number of questions in a group? _____

For Ancillary Sites:

3. How many times were you interrupted by a busy signal when attempting to transmit questions to the main site? _____
4. How long did it take to transmit the questions to the main site? _____

In the space below and on the back write the reactions and suggestions made by the students about today's activities. Include any suggestions, special proble or requests that you might have. Also, write student numbers of absent student on back.

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Appalachian Education Satellite Project
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

CAREER EDUCATION SUMMARY EVALUATION #46

The purpose of this instrument is to assess your overall reaction to the Career Education course you have just completed.

Rate the following six items according to the quantity of <u>useful information</u> you received from each as compared with a traditional instructor-taught course.

1 = outstanding - received a lot more from the activity than you usually obtain from similar activities in a teacher preparation course
2 = good - received a little more from the activity
3 = average - received about the same amount from the activity
4 = poor - received somewhat less
5 = unacceptable - received a lot less information from the activity

1. Pre-program preparation compared to work usually assigned in other classes prior to covering material in class.

2. Televised, interactive seminars compared to other seminars and class discussions.

3. Ancillary activities compared to class activities associated with other courses.

4. The videotaped TV programs compared to lectures usually associated with other courses.

5. Follow-up activities and homework assignments compared to similar activities in other courses.

6. The site monitor as an effective course leader.

7. Do you have any specific comments or suggestions concerning these comparisons?

   1) yes
   2) no

   If your answer was yes, write your comments on the back of this page.

Please react to the following statements:

8. I did <u>not</u> feel that the technology employed in the delivery of this course made it an impersonal experience.

   1) strongly agree
   2) moderately agree
   3) neutral
   4) moderately disagree
   5) strongly disagree

   If you have any suggestions for making the course more personal, please write your comments on the back of this page.

9. It would have been very difficult for me to get the information that was provided in this course in any other way.

   1) strongly agree
   2) moderately agree
   3) neutral
   4) moderately disagree
   5) strongly disagree

   Please comment on your alternatives in terms of distance from other educational institutions or other difficulties you might have encountered.

10. The textbook for this course was an interesting and informative supplement to the videotaped programs and ancillary activities.

    1) strongly agree
    2) moderately agree
    3) neutral
    4) moderately disagree
    5) strongly disagree

11. The course presented many interesting ideas and techniques for practical application in the classroom.

    1) strongly agree
    2) moderately agree
    3) neutral
    4) moderately disagree
    5) strongly disagree

12. What effect do you think information contained in this course will have on your teaching?

    1) has little or no relevance for me in my teaching situation
    2) would like to use but probably won't be able to
    3) would like to use but don't understand enough
    4) plan to use
    5) already know or am using

13. The guidelines I followed in completing the ancillary materials were:

    1) Clear and easy-to-follow
    2) Generally understandable
    3) Somewhat confusing
    4) Very difficult to follow

14. Would you be interested in participating in programs of this type in the future?

    1) yes
    2) no

    If yes, please list those areas in which you would like to see future presentati

AESP plans to continue to offer courses in teacher education to the Appalachian region. In order to best respond to the needs of teachers, we would appreciate your responding to the following questions:

15. What is the primary reason for your enrollment in this course?

    1) needed the three-hours credit
    2) interested in career education
    3) career education mandate
    4) other (please specify)

16. In taking teacher education courses, which of the following course formats do you prefer?

    1) a three-credit hour course such as this
    2) a short course with one-hour credit
    3) a one-day in-service workshop
    4) other (please specify)

17. In taking a three-credit hour course during the school year, do you prefer to meet:

    1) once a week for four months
    2) twice a week for two months
    3) more than twice a week
    4) other (please specify)

DMM/JF/mt/6/15/77

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